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ABSTRACT

The report analyzes the status of special education in Oklahoma public schools and institutions in response to a request from the Oklahoma House of Representatives. Numbers of handicapped children served in various disability categories are given, and methods of child count are described. Funding sources are detailed, and the inadequate amount of federal aid commented upon. Also addressed are shortages of special education teachers in nonurban areas, class size levels for special education classes, problems facing school districts in transportation services (such as excessive cost of equipment required), quality control, and major areas of concern. Specific questions are answered regarding cooperative special education programs (number, administration, transportation, funding, staff workload) and regional education service centers (budget determinations, population served, contracts for services, outlook for funding). A final section addresses questions on interagency cooperation (contract development, administration, funding sources, types of services, funding duplication). (CL)

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REPORT TO SUB-COMMITTEE ON SPECIAL EDUCATION

Review on the status of Special Education in Oklahoma's public schools and institutions

Desember 17, 1981

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State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

12-23-81

December 22, 1981

Honorable Lonnie Abbott, Chairman
Sub-committee on Special Education
Oklahoma House of Representatives
State Capitol Building
Oklahoma City, Oklahoma 73105

Dear Representative Abbott:

The special education information you requested is enclosed.

Information concerning the Regional Education Service Centers is being compiled by the R.E.S.C. Section and will be sent to you soon.

Hopefully, this will assist you and your Sub-committee on Special Education.

Sincerely,

Leslie Fisher

Leslie Fisher
State Superintendent

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Enclosure

1907

House of Representatives
STATE OF OKLAHOMA

December 17, 1981

Dr. Leslie Fisher
State Superintendent of Public Instruction
Oliver Hodge Building
Oklahoma City, OK 73105

Dear Dr. Fisher:

As you are aware, the special subcommittee on Special Education of the Committee on Common Education is conducting a review on the status of special education in Oklahoma's public schools and institutions.

Accordingly, as chairman of the subcommittee I would like to request information on the items listed on the attached pages from the State Department of Education. These are specific areas which the subcommittee will be examining along with other topics during the upcoming legislative session.

Thank you for your assistance.

Sincerely,

Representative Lonnie Abbott
Chairman
Subcommittee on Special Education
Committee on Common Education

Attachments

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DEC 21 1981
ADMINISTRATION

House of Representatives
STATE OF OKLAHOMA

December 17, 1981

General

1. Please list the categories and numbers in each category of special education of children. Discuss federal and state definitions, giving reasons for any discrepancies.

2. Detail the present method by which these children are counted and give reasoning for the procedure used by the state. Has this procedure been employed in past years? If not, tell why changes were made.

3. List the number of children being served directly by the public schools; by an RESC; by a state institution; by private interests; by others (be specific). To what extent are other state agencies involved?

4. List sources of funding for special education. Give past totals, present figures and FY 1983 estimates.

5. Is the number of certified special education teachers in Oklahoma satisfactory? Is the compensation adequate? Do any school districts have problems in attracting or retaining qualified staff?

6. Please discuss class size levels for special education classes. Give actual figures and compare to statutory limits.

7. List any problems school districts face in terms of transportation services for handicapped children. Give cost estimates and describe transportation areas in relation to transportation of non-handicapped children.

8. Discuss the procedure by which schools are funded for special education from all sources. What sort of follow-up or audits are conducted by the State Department of Education? By a federal agency?

9. Please give other methods of quality of control that are exercised outside of the due process procedure.

10. Discuss major areas of concern by priority. List suggested solutions, giving as many alternatives as possible.

Cooperative Special Education Programs

1. Give the number and location of cooperative programs in the state, including all districts participating.

2. What are the reasons for the locations chosen? How are the cooperatives organized? Are school districts given a choice as to participation?

3. How are cooperatives administered? What, if any, are problems encountered through administration?

4. List ways in which needs of various handicapped students are met through cooperative programs.

5. What percentage of students in the area for each cooperative are having their needs met through the cooperative program?

6. Explain transportation areas.

7. Discuss ways in which transportation needs are met. To what extent do costs exceed expenditures? How are the costs met?

8. Give various sources of funding and adequacy of funding for cooperatives. Give estimates for FY 1983.

9. Discuss the number and workload of staff. How does each cooperative employ and administer staff?Give class arrangements and size levels.

10. Are there needs of handicapped children in the cooperative area unmet? Give various alternatives for meeting these needs.

Regional Education Service Centers

1. List each center, the date it was established and its location. Discuss the criteria upon which locations were chosen. Also give the geographical area served.

2. Discuss the administrative overview of the RESC's.

3. How is a budget for a RESC determined? On what basis are funds allocated? Give examples of various expenses, listing all sources.

4. Howe many students does each RESC serve? How is it decided which students will be served? What percent of students are served by an L.E.A. or other source instead of by the RESCs.

5. Give detail of services provided to school districts and students by priority. Detail the staff workload.

6. List any other entities, both public and private, which provide comparable services. Are any of the services duplicated?

7. By what process do RESC's contract with other entities for services?

8. Describe a typical RESC staff by number and qualifications. List salary averages and rate of turnover.

9. Detail the materials used in and supplied by RESC's.

10. What is the outlook for RESC funding?

11. List any perceived needs which are unmet, giving alternatives for various solutions.

Interagency Cooperation

1. List state, local and private agencies with which the State Department of Education, Regional Education Service Center, or local education agencies work with to meet the needs of special education students.

2. On what basis are contracts (if any) decided? Describe the administration.

3. Discuss funding sources to the best of your ability, including interagency agreements and arrangements.

4. What type of services are generally supplied?

5. Are there any services sought which remain unmet?

6. To your knowledge, is there any duplication in funding through other state agencies or entities?

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ASST SUPERINTENDENT
INSTRUCTION

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STATE-FEDERAL

S. H. MC DONALD
ASST SUPERINTENDENT
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State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

SPECIAL EDUCATION

December 21, 1981

Question:

1. Please list the categories and numbers in each category of special education of children. Discuss federal and state definitions, giving reasons for any discrepancies.

Answer:

The following numbers were obtained through the child count procedures on December 1, 1980. 1981 data will be available later.

Handicapping Condition	Aged 3-5	Aged 6-17	Aged 18-21
1. Mentally Retarded	167	11,117	664
2. Hard of Hearing	46	259	11
3. Deaf	42	204	5
4. Speech Impaired	3,945	15,397	37
5. Visually Handicapped	25	202	3
6. Seriously Emotionally Disturbed	11	611	12
7. Orthopedically Impaired	67	213	13
8. Other Health Impaired	32	303	4
9. Specific Learning Disabled	185	26,439	629
10. Deaf - Blind	9	13	0
11. Multihandicapped	424	365	24
12. Total (Sum of Lines 1 through 11)	4,953	55,123	1,402

The definitions used by the State Department of Education are the same as authorized by Federal Regulations. These are as follows:

1. "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

2. "Deaf-Blind" means concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational problems that they cannot be accomodated in special education programs solely for deaf or blind children.

3. "Hard-of-Hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

4. "Mentally Retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period, which adversely affects a child's educational performance.

5. "Mutlihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

6. "Orthopedically Impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.) and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures).

7. "Other Health Impaired" means having an autistic condition which is manifested by severe communication and other developmental and educational problems; or having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes which adversely affects a child's educational performance.

8. "Seriously Emotionally Disturbed" is defined as follows:

   (1) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

      a. an inability to learn which cannot be explained by intellectual, sensory, or health factors;

      b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

      c. inappropriate types of behavior or feeling under normal circumstances;

      d. a general pervasive mood of unhappiness or depression; or

      e. a tendency to develop physical symptons or fears associated with personal or school problems.

   (2) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

9. "Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage.

10. "Speech Impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

11. "Visually Handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance.

Question:

2. Detail the present method by which these children are counted and give reasoning for the procedure used by the state. Has this procedure been employed in past years? If not, tell why changes were made.

Answer:

Sections 121a.750 through 121a.754 of the August 23, 1977 Federal Register outline the requirements the state follows in counting students.

This same procedure has been used for four (4) years.

The procedure is outlined in the following memorandum.

J. D. GIDDENS
ASST SUPERINTENDENT
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JACK STRAHORN
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FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent

2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

TO: LEA Superintendents
County Superintendents
Dependent School Administrators
EHA-B Project Coordinators
RESC Coordinators
Area Supervisors

FROM: Dr. Jimmie L. V. Prickett, Administrator
Special Education Section

DATE: November 5, 1981

RE: December 1, 1981 EHA-B Child Count

The State Department of Education is required by Federal Statute (P.L. 94-142) to count handicapped children between the ages of 3 through 21 who are receiving special education and related services based on their I.E.P. on December 1, 1981.

Please remember that failure to report eligible handicapped children on the child count results in financial loss of federal aid for handicapped children in the state.

The timelines and procedures for child count are as follows:

A. DISTRIBUTION OF FORMS (Beginning the week of November 9, 1981)

1. Regional Education Service Center (RESC) personnel will deliver child count forms and instructions to each school district.

2. RESC personnel will be responsible for providing information regarding the completion of the forms.

B. CHILD COUNT(December 1 Child Count to be collected on Tuesday, December 1, 1981)

1. LEA Responsibilities

a. Child count must be taken for all eligible handicapped children ages 3 through 21 who are receiving special education and related services based on their I.E.P.

b. Eligible handicapped children ages 0 through 2 who are receiving special education and related services are to be counted for child count, but they do not generate federal funds.

c. Any handicapped child who receives appropriate special education and related services in conformity with an IEP in other public or private environments, i.e., Headstart, Nursery, Day Care, may be counted provided that the instructional services are delivered through the local school district by appropriately certified itinerant or in-residence teachers.

d. Child count must be UNDUPLICATED.

  1) A child must only be counted ONCE.

  2) Schools receiving 89-313 funds for transfer students from State Institutions CANNOT count those students for 94-142.

  3) When a special education student residing in a dependent district attends high school in an independent district, the independent district will report the student on their child count.

  4) In all other cases, the school district in which the student resides will be the reporting district and the district who will receive the count regardless of the type of transfer.

e. Child Count forms must be completed on Tuesday, December 1, 1981.

  1) Forms will be either mailed to the RESC or picked up by RESC personnel on Tuesday, December 1, 1981.

  2) All three (3) copies of the child count form are to be submitted to the RESC.

C. DATA COLLECTION

LEA's submit completed count to RESC:	December 1, 1981
SDE submits completed count to OSE:	No later than February 1, 1982

1. RESC Responsibilities

  a. RESC receives child count forms and numbers forms for each district consecutively.

  b. RESC mails or brings original (white copy) to the Computer Center. RESC retains other two (2) copies of child count form.

  c. Child count data is entered in computer and child count certification forms are returned to RESC.

  d. RESC returns one (1) copy of child count form along with district certification to each appropriate district.

e. ~~County and~~ Regional certification forms are to be signed by RESC Coordinator and original mailed to Special Education Section, State Department of Education.

2. LEA Responsibilities

a. Superintendent signs certification forms, retains copy and mails the originial to Connie Siler, Assistant Administrator, Special Education Section, State Department of Education, 2500 N. Lincoln Blvd., Room 2-63, Oklahoma City, OK 73105.

b. Child count forms are to be maintained as the Handicapped Children Register which must be kept for five (5) years.

3. SDE Responsibilities

a. The Computer Center prepares State Certification form and mails to SDE.

b. SDE submits Child Count to OSE no later than February 1, 1982.

c. The Computer Center maintains State Handicapped Children Register.

If you have any questions regarding the child count procedures and timelines, please contact Connie Siler in the Special Education Section, State Department of Education, at (405) 521-3351 or 521-2311.

12-21-81

Question:

3. List the number of children being served directly by the public schools; by an RESC; by a state institution; by private interests; by others (be specific). To what extent are other state agencies involved?

Answer:

The attached data verifies that 62,043 children were served directly by public schools during the school year 1980-81, with 3,555 children served through state institutions, 110 through separate school facilities and 57 through other educational environments which include 1) Hospital Programs, 2) Homebound Programs and 3) Homebased Programs.

Our agency does not have authorization to fully investigate the extent other State agencies are involved.

TOTAL NUMBER OF CHILDREN SERVED
P.L. 89-313 and P.L. 94-142
1980-81

	89-313 Services Provided by L.E.A.					89-313		94-142 Services Provided by L.E.A.					
Disability Classification	0-2	3-5	6-17	18-21	Sub-Total	State Inst.	89-313 Total	0-2	3-5	6-17	18-21	Sub-Total	Total
Mentally Retarded	0	0	29	7	36	2,790	2,826	36	167	11,117	664	11,984	14,810
Hard of Hearing	0	1	21	0	22	0	22	9	46	259	11	325	347
Deaf	0	4	60	11	75	300	375	12	42	204	5	263	638
Speech Impaired	0	0	2	0	2	0	2	55	3,945	15,397	37	19,434	19,436
Visually Handicapped	0	0	14	0	14	210	224	10	25	202	3	240	464
Emotionally Disturbed	0	0	6	0	6	58	64	0	11	611	12	634	698
Orthopedically Impaired	0	2	25	0	27	63	90	28	67	213	13	321	411
Other Health Impaired	0	0	0	0	0	58	58	24	32	303	4	363	421
Learning Disabled	0	0	2	0	2	0	2	1	185	26,439	629	27,254	27,256
Deaf-Blind	0	0	1	0	1	22	23	3	9	13	0	25	48
Multihandicapped	0	4	18	1	23	54	77	179	424	365	24	992	1,069
TOTAL	0	11	178	19	208	3,555	3,763	357	4,953	55,123	1,402	61,835	65,598

Table 2 (Continued)

HANDICAPPING CONDITIONS	SEPARATE SCHOOL FACILITY (C) — CHILDREN RECEIVING SPECIAL EDUCATION IN SEPARATE SCHOOL FACILITIES BY AGE CLASSIFICATION (10)	(11)	(12)	ADDITIONAL CHILDREN NEEDING PLACEMENT* (13)	OTHER EDUCATIONAL ENVIRONMENT (D) — CHILDREN RECEIVING SPECIAL EDUCATION IN OTHER EDUCATIONAL ENVIRONMENTS BY AGE CLASSIFICATION (14)	(15)	(16)	ADDITIONAL CHILDREN NEEDING PLACEMENT* (17)	EARLY EDUCATION (E) — CHILDREN WHO RECEIVED SERVICES	CHILDREN NEEDING SERVICES
	3 thru 5	6 thru 17	18 thru 21	3 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 21	0-2	0-2
(1) MENTALLY RETARDED	-0-	1,432	-0-	13	1	34	2	11		
(2) HARD OF HEARING	-0-	7	-0-	3	4	22	-0-	-0-		
(3) DEAF	-0-	130	-0-	4	-0-	9	-0-	-0-		
(4) SPEECH IMPAIRED	-0-	13	-0-	13	108	425	-0-	5		
(5) VISUALLY IMPAIRED	-0-	105	1	1	-0-	6	-0-	2		
(6) SERIOUSLY EMOTIONALLY DISTURBED	-0-	9	-0-	2	-0-	40	-0-	4		
(7) ORTHOPEDICALLY IMPAIRED	1	17	-0-	-0-	8	31	1	5		
(8) OTHER HEALTH IMPAIRED	-0-	29	-0-	-0-	6	57	2	5		
(9) SPECIFIC LEARNING DISABLED	-0-	6	-0-	11	-0-	73	-0-	16		
(10) DEAF-BLIND	3	14	-0-	1	1	1	-0-	-0-		
(11) MULTI-HANDICAPPED	74	138	-0-	62	39	48	2	9		
(12) NON-CATEGORICAL PLACEMENT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
(13) TOTAL	78	1,900	1	110	167	746	7	57	357	190

12-21-81

Question:

4. List sources of funding for special education. Give past totals, present figures and FY 1983 estimates.

Answer:

Federal sources of funding have contributed to about 10% of the total cost of Oklahoma special education. FY 82 funds are proportionately explained with the attached diagram.

Title VI-C monies provide financial assistance for special education needs of deaf-blind, multiply handicapped children. Past grant awards include: 1) FY 79 - $90,899 2) FY 80 - $21,985 3) FY 81 - $82,985.

Preschool Incentive monies provide financial assistance for screening and implementation of educational programs for handicapped children ages 3-5. Past grant awards include:
1) FY 79 - $243,953 2) FY 80 - $342,879 3) FY 81 - $517,501.

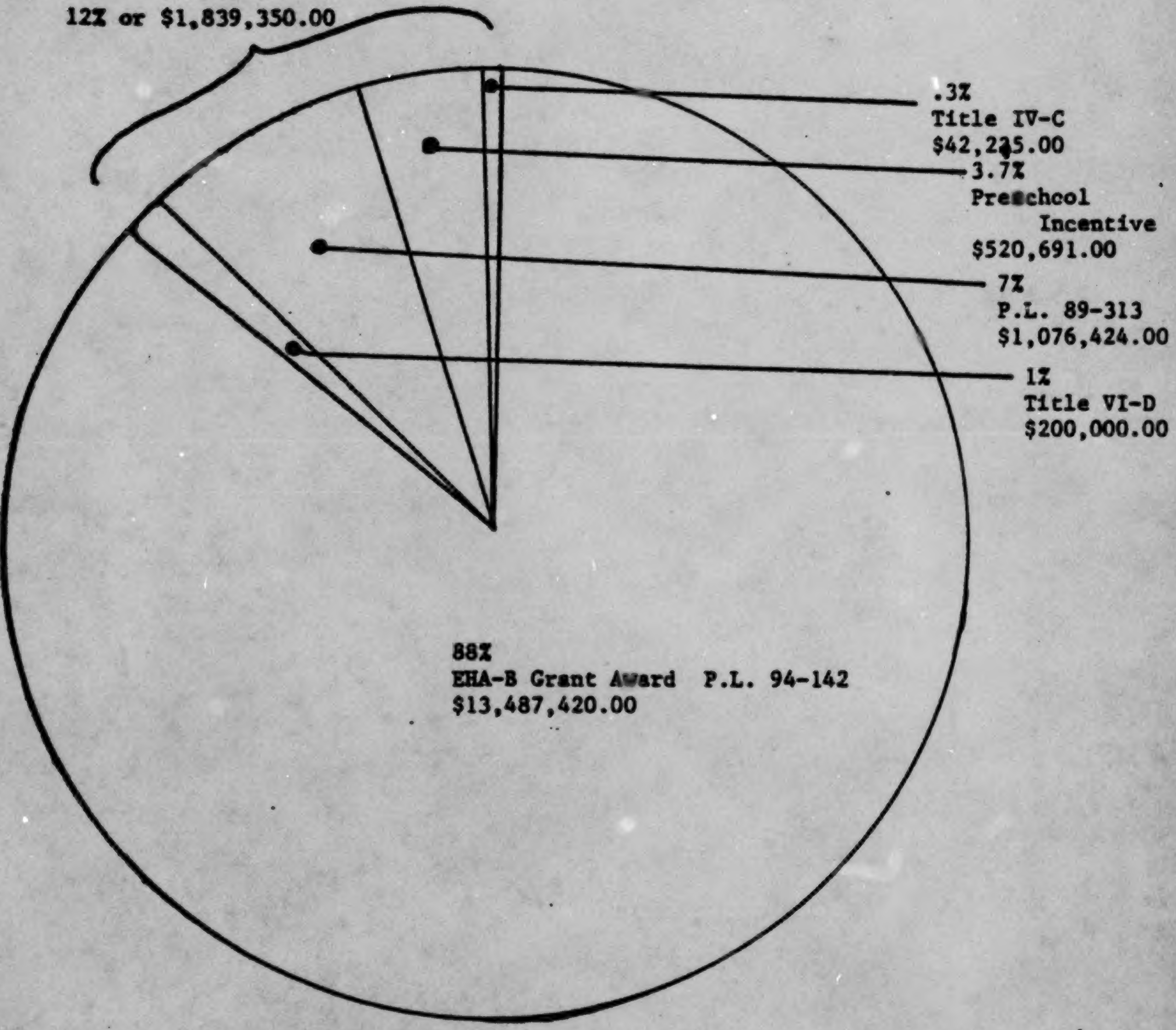
P.L. 89-313 monies provide financial assistance for programs to meet the special education needs of handicapped children in state-operated and state-supported schools. In addition, funds are available to local education agencies who have students who have been residents of a state agency program for a minimum period of a year who have transferred to and enrolled in a local education program. Past grant awards include:
1) FY 74 - $585,411.00 2) FY 75 - $652,553.50 3) FY 76 $630,414.00
4) FY 77 - $669,288.93 5) FY 78 - $697,253.87 6) FY 79 $812,137.20
7) FY 80 - $966,571.19 8) FY 81 - $926,137.00 9) FY 82 $1,076,424.00

Title VI-D monies provide financial assistance for pre-service and inservice needs of personnel designated responsible for implementation of P.L. 94-142 throughout the state. Ten training objectives with number of actual training participants for FY 80 are attached for your inspection. The past three fiscal years, our agency has received $200,000 for these needs. This money will be reduced to approximately $52,000 for FY 83.

EHA-B (Education for All Handicapped Children Act, P.L. 94-142) provides funds for special education and related services to local education agencies through the State Department of Education. EHA-B monies are awarded on the basis of a non-competitive application based on the amount of monies local agencies generate on the number of handicapped children counted as served. 81% of funds awarded to the State Department of Education this year was awarded to local education agencies on a flow-through basis upon receipt of approvable local education agency application for funds. Flow-through funds are awarded on a formula which is based on the number of children served. Discretionary funds (the remaining 19%) are available from the State Department of Education to help local education agencies fill gaps and/or weaknesses in special education programs for first, the unserved and/or severely handicapped students and low-incidence handicapped conditions. Past grant awards include:
1) FY 76 - $1,177,989 2) FY 77 - $2,354,020 3) FY 78 - $2,848,682
4) FY 79 - $7,528,703 5) FY 80 - $12,070,312 6) FY 81 - $13,487,543
7) FY 82 - $13,487,420

The intent of P.L. 94-142 was to provide financial assistance for 40% of special education costs by 1981. Presently, this legislation assists Oklahoma with only 8% of our total special education expenditures. Latest information about future appropriations of this law suggests sound funding for FY 83 with major cuts beginning in FY 84.

FY 82 FEDERAL FUNDS
TOTAL: $15,326,770.00



Section D of the EHA-B (P.L. 94-142)

Program oal — To improve the quality and increase the supply of special educators and support personnel through inservice training.

Training Objective — To train RESC Psychometrists in vision screening, assessment and follow-up using prescriptive low-vision aids.

20 Participants
August, 1980

Training Objective — To train Vo-Tech instructional staff to provide appropriate educational experiences for physically handicapped students

50 Participants
Spring, 1981

Training Objective — To train Vo-Tech instructional staff to provide appropriate educational experiences for EMH and LD students.

180 Participants
Spring, 1980

Training Objective — To train Speech Pathologists in the selection of appropriate services and devices for severely handicapped students.

60 Participants
Spring, 1981

Training Objective — To train regular and special classroom teachers in the selection/use/adaptation of instructional materials for handicapped students.

250 Participants
Spring, 1981

Training Objective — To train diagnostic staff in developmental assessment techniques for identifying pre-school and severely/profoundly handicapped students.

40 Participants
Spring, 1981

Training Objective — To improve district administrators' knowledge of Special Education Due Process Policies & Procedures.

450 Participants
April/May, 1981

Training Objective To train parents and district administrators in effective mediation techniques to assist in planning and programming for handicapped children through the IEP process.

200 Participants
May, 1981

Training Objective To improve the basic knowledge of University teacher training professors of federal/state law and State Department of Education Special Education Policies & Procedures.

50 Participants
May, 1981

Training Objective To improve the skills of elementary and secondary teachers in modifying and adapting the regular curriculum to match the instructional objectives of the IEP of mainstreamed handicapped students.

240 Participants
June, 1981

FY 80	$200,000.00
FY 81	$200,000.00
FY 82	$200,000.00

12-21-81

Question:

5. Is the number of certified special education teachers in Oklahoma satisfactory? Is the compensation adequate? Do any school districts have problems in attracting or retaining qualified staff?

Answer:

The number of applications for Temporary Special Education Certificates indicates there is a shortage of certified teachers especially in the areas of the state far removed from the metropolitan areas such as Oklahoma City and Tulsa.

The compensation is not adequate.

The problem in attracting qualified staff is with the small schools far out from the central area.

Bill Harris
Director of Certification Section

Question:

6. Please discuss class size levels for special education classes. Give actual figures and compare to statutory limits.

Answer:

Self-contained Programs Defined:

Self-contained programs are composed of those students, who, because of their severe handicaps, require their basic academic instruction from special education teachers. These students will be out of special classes no more than two school hours per day for activities such as: P.E., Music, Art, etc. Teacher class loads will depend on the category (See Pg. 35, 36 from Policies and Procedures Manual, attached).

Laboratory, Resource Room or Itinerant Teacher Programs Defined:

These programs are for those students with less severe handicaps who need special education services, but can function in three or more regular classes. These students will be with a special education teacher no more than three school hours per day. Time spent within the special program will be determined by individual needs. Teacher case loads for Educable Mentally Handicapped, Emotionally Disturbed and Learning Disability laboratory, resource room, or itinerant teacher programs are not to exceed 25 different students. In addition, they are not to have more than 10 students in their rooms at any one time.

Program Adjustments:

The maximum number in a program should be modified downward if the class contains several age or grade levels, or if the program contains several children with severe problems. Placement of handicapped children into self-contained classes is the least desirable approach to providing for their needs. They should be integrated into regular classes and school programs whenever it is possible for them to be successful by such placement.

Classes will be considered self-contained or lab (resource) depending on the needs of the majority of the students. (Note: In a lab class, one or two children could be with the special teacher more than 3 hours. In a self-contained class, one or two children could be in regular classes more than 2 hours).

PROGRAMS OR CLASSES

CLASS TYPE	EVALUATION	ELIGIBILITY STANDARDS*	CLASS SIZE**	AGE***
Blind and Visually Impaired	Ophthalmological	20/70 Vision or less or visual impairment which even with best correction adversely affects performance in a regular class	3-10	0-21
Deaf-Blind	Audiological Ophthalmological Educational	Functional impairment in both hearing and vision so severe that they cannot be served in classes solely for deaf or blind	3-10	0-21
Deaf/Hard-of-Hearing	Individual Audiological	40 minimum decibel loss or hearing impairment which even with best correction adversely affect performance in a regular class	3-15	0-21
Multihandicapped	Psychological Developmental Educational	Two or more impairments so severe that they cannot be served in programs solely for one of the impairments	3-10	0-21
Mentally Retarded	Psychological Educational Developmental Adaptive Behavior			
Educable		I.Q. 50-75	Self-Contained 3-15 Lab 3-25	4-21
Trainable		I.Q. 30-50	3-10	0-21
Orthopedically Impaired (Physically Handicapped)	Medical Psychological Educational	Physically handicapped to the extent of needing special education	3-15	0-21

PROGRAMS OR CLASSES

CLASS TYPE	EVALUATION	ELIGIBILITY STANDARDS*	CLASS SIZE**	AGE***
Other Health Impaired	Medical Others as needed	Chronic or acute health problems which adversely affect child's educational performance	3-10	0-21
Seriously Emotionally Disturbed	Psychological--by psychologist or psychiatrist	Emotional problems preventing adjustment in regular class	Self-Contained 3-10 Lab 3-25	4-21
Learning Disabilities	Educational Psychological Neurological Multi-disciplinary team *Eligibility Regulations See Form 4	Severe discrepancy between achievement and intellectual ability	Self-Contained 3-10 Lab 3-25	4-21
Speech Impaired	Screening/diagnostic process and teacher recommendation	Indication of dysfunction in communication ability	50-75	0-21
Visiting Counselor	Need of student (Poor social/emotional adjustment)	Social and emotional problems. Need for liason person for home, school and community	Case Load 250	4-21
Homebound	Psychological	Emotionally Disturbed	3 one-hour periods a week	6-21
	Physician's Statement	Physically Handicapped		
	Physician's Statement	Pregnant Girls		
Itinerant Teacher Direct Services Home Based	Psychological Educational Developmental Medical	Needs of Individual Handicapped Child	3-25	0-21
Indirect Services			Reasonable pupil load (Suggested 3-40)	0-21

*Following the law, all eligibility placement will be done by a team. Individual needs and appropriateness must be considered.

**Under regulations concerning modified programs, changes can be made with approval from the Special Education Section.

***Severely handicapped children may begin receiving special education services at birth. These children are operationally defined as those functioning 50% or more below normal expectancy for their age.

12-21-81

7. List any problems school districts face in terms of transportation services for handicapped children. Give cost estimates and describe transportation areas in relation to transportation of non-handicapped children.

School districts face numerous problems in providing services for handicapped children. Due to the lack of information from local school districts concerning specific numbers of children currently being served, kinds of special education needs being met, types of vehicles and equipment used in meeting special education needs and inadequate data on numbers of "unserved" special education children, realistic cost estimates cannot be provided.

Following is a list of problem areas facing local school districts:

1. A lack of specific budget and funding for special education children.

2. Excessive cost of equipment required i.e., special vehicles, ramps, lifts, protective safety devices, and restraining systems.

3. A need for inservice relating directly to drivers and aides for special education vehicles.

4. Financial assistance in hiring, training, and maintaining special education aides and/or assistants.

5. Improved communication with administrators, directors, and drivers relating to the identity of special education children and establishment of the Individual Education Programs (I.E.P.)

6. The establishment and delineation of policies indicating the responsibility of administrators, teachers, drivers, and parents in transporting children.

7. Financial assistance in providing "special" routing services.

8. Clarification of authority and control of discipline of special education children.

9. Definite laws regarding loading and unloading procedures.

   a) Authority for direct hospital or medical assistance during emergencies.
   b) Establishment of procedures for delivery of students; what to do when parents are not at pick up points; assignment of alternative locations.
   c) Establish procedures for medical emergencies.

10. One major concern of all administrators and directors of pupil transportation is how to conduct "rapid" emergency evacuation of special education children with the many and varied restraining devices required to safely transport them.

Pat Odell
Administrator of Transportation Section

12-21-81

Question:

8. Discuss the procedure by which schools are funded for special education from all sources. What sort of follow-up or audits are conducted by the State Department of Education? By a federal agency?

Answer:

State Funding:

(1) State funds for the education of exceptional children are distributed on a weighted formula basis as outlined in H.B. 1236.

(2) Special Services are reimbursed from a fund established by Legislative action. Reimbursement for Special Services are handled in the following manner:

- (a) They must have a Preapproval Application for the special service on file with the Special Education Section.
- (b) Applications for Aid will be sent by the State Special Education Section to each school district that has on file an approved Preapproval for a special service. These applications will be mailed to the districts at the end of each semester. The first semester's Application for Aid should be returned within thirty (30) days from the end of the first semester. The second semester's Application for Aid must be returned by June 1.
- (c) Applications for Aid will be reviewed and checks will be mailed to the school districts for the amounts to be reimbursed.

Reimbursement will be made (at the end of each semester), using half of the appropriated funds for each semester.

(Please note attached packet A of forms received by all Superintendents this year).

Federal Funding:

(1) Federal legislation enacted in 1975 (Education for All Handicapped Children Act, P.L. 94-142) provides funds for special education and related services to local education agencies through the State Department of Education. EHA-B monies are awarded on the basis of a non-competitive application based on the amount of monies local agencies generated on the number of handicapped children counted as served. Eighty-One (81) percent of funds awarded to the State Department of Education in FY '82 were awarded to Local Education Agencies on a Flow-Through basis upon receipt of approvable local education agency application for funds. (Please note attached chart B on EHA-B review process). Flow-Through funds are awarded on a formula which is based on the number of children served. Discretionary funds (the remaining 18%) are available from the State Department of Education to help Local Education Agencies fill gaps and/or weaknesses in Special Education Programs for first, the unserved and/or severely handicapped students and low-incidence handicapped conditions.

Federal Requirements:

The local school or a cooperative program:

- (a) Must generate a minimum of $7,500.00
- (b) Must be of sufficient size and scope as determined by the State Department of Education to effectively meet

the educational needs of handicapped children.

c. Meet the excess cost requirements.

d. Meet non-supplanting requirements.

LEA Use of EHA-B Funds

The congressional intent inherent in P.L. 94-142 is that Local Education Agencies be granted EHA-B funds to provide free and appropriate educational opportunities for all handicapped children (ages 3-21) in the least restrictive environment. The law has been generally interpreted to mean that the State Department of Education and Local Education Agencies must provide the basic educational opportunity for handicapped children and the EHA-B funds are to be used for the excess cost of operating special education programs.

Each Local Education Agency must utilize the excess cost measure in funding the required priorities of serving first, the identified unserved handicapped population and second, the underserved severely handicapped who are receiving inadequate services in all categories of handicapping conditions.

Application forms, guidelines and inservice are provided by the SDE on a yearly basis. (Please note attachments C and D: application and excess cost form).

89-313 Title I

Public Law 89-313 - financial assistance is provided to State agencies for programs to meet the special education needs of handicapped children in State-operated or State-supported schools. In addition, funds are available to local education agencies who have students who have been residents of a state agency program for a minimum period of a year who have transferred to and enrolled in a local education program. These funds are titled "reserve monies".

Monies are generated by the 89-313 October 1st child count and are available to agencies and LEA's through application procedures from the State Department of Education, Special Education Section. (Sample applications used by Local Education Agencies - Attachment #E and institutions, Attachment #F are included.)

Preschool Incentive, Title VI-D, Title VI-C monies follow similar procedure although allocations are appropriated for more specific special education needs.

Attachment #6 is a sample of an auditing form used by our State Department of Education auditors. The same form is used for all audits regardless of funding source. Few federal audits have been implemented; however, procedure seems to be similar to format used by State auditors.

Attachment #A

J. D. GIDDENS
ASST. SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST. SUPERINTENDENT
STATE-FEDERAL

S. H. MC DONALD
ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent

2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

TO: All Superintendents and Administrators

FROM: Leo Shreck, Coordinator of Special Services

DATE: August 3, 1981

RE: Special Services Pre-approval Forms

Enclosed are your Special Services Pre-approval forms for school year 1981-82.

The following procedures are necessary in order for us to be able to process your Applications for Special Services:

1. All forms should be completed in full, front and back, filling in all blanks, and signed by the Superintendent. It is especially important that the semester and ending date in the upper left corner be completed.

2. Physician's Reports are required with Applications for Conditional Pre-approval of Plan for Special Education of Homebound Children, Physically Handicapped Children to Attend the Classroom and for Deaf-Blind Children to Attend the Classroom. The Application and the Physician's Report must be sent in together. If sent separately, they will be returned. This will only cause delay in processing your Application.

3. On the Physician's Report, be sure that the "Diagnosis" is completed for Handicapped Children and that the "E.D.C." (Estimated Date of Confinement or Delivery) is completed for pregnant girls.

Your compliance with the above will enable us to speed the processing of your Applications and insure proper credit to your school.

NOTE: Please be sure to check the Physician's Report carefully to see that all necessary blanks have been completed. All personal information on the student is required for our files (i.e., age, grade, etc.).

Date Approved________
By__________________

Semester Ending __________ 19____

STATE DEPARTMENT OF EDUCATION
Special Education Section

APPLICATION FOR CONDITIONAL PREAPPROVAL OF PLAN FOR SPECIAL EDUCATION OF HOMEBOUND CHILDREN

(Within one week after beginning program, return one copy)

County________________________________ School Year 19___19___

Name of School______________________ Dist. No.________ Address______________________________

City____ Zip Code______________________________________

* * *

Pursuant to the requirements of the Law providing for the education of homebound children, we submit herewith our application for conditional preapproval of the plan for special education as included herein.

STATE BOARD REGULATIONS

A handicapped student receiving instruction by a teacher on the homebound teaching program must be enrolled as a student in the school providing this special service. When a child is taught by a visiting teacher for at least one hour per day for three days per week, the child shall be counted as having attended school five days per week and his attendance shall be so entered in the school register.

School districts conducting approved home teaching programs must pay teachers of homebound children a minimum of Nine Dollars ($9.00) per hour for three (3) one hour home visits per week. Approved programs will be reimbursed at the end of each semester subject to available funds, not to exceed Twenty-Seven Dollars ($27.00) per week per homebound child.

In addition to salary, reimbursement can be made at the maximum rate of twenty-two cents (22¢) per mile for the necessary distance traveled by the homebound teacher, if the distance is two (2) or more miles per round trip. The distance is figured from the school the child would normally attend to the child's home.

Maximum State reimbursement for School-to-Home Telephone System is $300.00 per child per school year.

A Physician's Report for each child, certifying the need for the service is attached to this Application.

The teacher working with the student must have a currently valid Oklahoma teaching certificate.

The teacher must make a minimum of three (3) separate trips per week. Each trip must be of at least one hour duration.

We recognize that certification of this service for reimbursement of costs by the State depends upon (1) our carrying out the plan of special education herein included, (2) final approval based on visitation reports by a representative of the Special Education Section.

____
Superintendent

plications for Aid are due: 30 days after end of 1st Semester and by June 1st for 2nd Semester.

SCHOOL ______________________ DIST. NO ______ COUNTY ______________________

A LIST OF HOMEBOUND CHILDREN TO BE TAUGHT

	Name of Child	Sex	Birth-Date	Age	Miles from Child's home to school	Date requested for beginning service	Name of teacher
1.							
3.							
8.							
10.							
15.							
17.							

Fill out when School-to-Home Telephone System is used: Minimum time period three (3) months

(a) Age of child ______________

(b) Grade ______________

(c) No. of Phone Jacks Used ________

(d) Air Miles from School ________

(e) Cost of Installation $ ________

(f) Rental Cost per Month $ ________

Date Approved________
By________________

Semester Ending __________ 19____

STATE DEPARTMENT OF EDUCATION
Special Education Section

APPLICATION FOR CONDITIONAL PREAPPROVAL OF PLAN FOR SPECIAL EDUCATION OF HOMEBOUND CHILDREN

(Within one week after beginning program, return one copy)

County______________________________ School Year 19___19___

Name of School______________________Dist. No.______Address____________________

City______________________________________Zip Code____________________

* * *

Pursuant to the requirements of the Law providing for the education of homebound children, we submit herewith our application for conditional preapproval of the plan for special education as included herein.

STATE BOARD REGULATIONS

A handicapped student receiving instruction by a teacher on the homebound teaching program must be enrolled as a student in the school providing this special service. When a child is taught by a visiting teacher for at least one hour per day for three days per week, the child shall be counted as having attended school five days per week and his attendance shall be so entered in the school register.

School districts conducting approved home teaching programs must pay teachers of homebound children a minimum of Nine Dollars ($9.00) per hour for three (3) one hour home visits per week. Approved programs will be reimbursed at the end of each semester subject to available funds, not to exceed Twenty-Seven Dollars ($27.00) per week per homebound child.

In addition to salary, reimbursement can be made at the maximum rate of twenty-two cents (22¢) per mile for the necessary distance traveled by the homebound teacher, if the distance is two (2) or more miles per round trip. The distance is figured from the school the child would normally attend to the child's home.

Maximum State reimbursement for School-to-Home Telephone System is $300.00 per child per school year.

A Physician's Report for each child, certifying the need for the service is attached to this Application.

The teacher working with the student must have a currently valid Oklahoma teaching certificate.

The teacher must make a minimum of three (3) separate trips per week. Each trip must be of at least one hour duration.

We recognize that certification of this service for reimbursement of costs by the State depends upon (1) our carrying out the plan of special education herein included, (2) final approval based on visitation reports by a representative of the Special Education Section.

____
Superintendent

plications for Aid are due: 30 days after end of 1st Semester and by June 1st for 2nd Semester.

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SCHOOL______________________________ DIST. NO______ COUNTY______________________________

A LIST OF HOMEBOUND CHILDREN TO BE TAUGHT

	Name of Child	Sex	Birth-Date	Age	Miles from Child's home to school	Date requested for beginning service	Name of teacher
1.							
.							
3.							
.							
.							
6.							
.							
8.							
.							
10.							
.							
12.							
.							
.							
15.							
.							
17.							
.							
19.							
.							

Fill out when School-to-Home Telephone System is used: Minimum time period three (3) months

(a) Age of child____________________

(b) Grade____________________

(c) No. of Phone Jacks Used__________

(d) Air Miles from School__________

(e) Cost of Installation $__________

(f) Rental Cost per Month $__________

STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
SECTION FOR EXCEPTIONAL CHILDREN

PHYSICIAN'S REPORT
(Return one copy)

Recommendation for Physically Handicapped Child

Name____Date__________________________________

Age______________Grade__________________Telephone__________________________

Address____
(Street) (City)

City in which child is attending school_________________________________

Parent's Name____

Diagnosis (Please Print or Type)____

____

Give approximate length of time that the child will be physically unable to attend school in the regular or special classroom.________________________________

Is the child physically able to have homebound instruction for a 60-minute period?______________If not, how long?______________________________________

Comments:

____

____

____

When application for Homebound instruction is made for children whose major problem is emotional or psychological, it is essential that the child receive psychological or psychiatric treatment. In such cases, in addition to this physician's report, submit a cover letter stating the type of treatment the child is receiving and signed by the attending physician or psychologist.

Signed:________________________________M.D.

Date___________________________________

Approved by:_________________________________
Section for Exceptional Children

Date:_______________________________________

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STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
SECTION FOR EXCEPTIONAL CHILDREN

PHYSICIAN'S REPORT
(Return one copy)

Recommendation for Special Services for PREGNANT GIRLS

Name____________________ Date______________

Age____________ Grade__________ Telephone____________

Address________________________________
(Street) (City)

City in which child is attending school________________

Parent's Name________________________

Diagnosis____________________________

____

Please give estimated date of confinement:________________

Signed:____________________M.D.

Date:____________________

Approved by:____________________
Section for Exceptional Children

Date:____________________

STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
SECTION FOR EXCEPTIONAL CHILDREN

PHYSICIAN'S REPORT
(Return one copy)

Recommendation for Physically Handicapped Child

Name ____________________ Date ____________________

Age __________ Grade __________ Telephone ____________________

Address ____
(Street) (City)

City in which child is attending school ____________________

Parent's Name ____________________

Diagnosis (Please Print or Type) ____________________

____

Give approximate length of time that the child will be physically unable to attend school in the regular or special classroom. ____________________

Is the child physically able to have homebound instruction for a 60-minute period? __________ If not, how long? ____________________

Comments:

____

____

____

When application for Homebound instruction is made for children whose major problem is emotional or psychological, it is essential that the child receive psychological or psychiatric treatment. In such cases, in addition to this physician's report, submit a cover letter stating the type of treatment the child is receiving and signed by the attending physician or psychologist.

Signed: ____________________ M.D.

Date ____________________

Approved by: ____________________
Section for Exceptional Children

Date: ____________________

STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
SECTION FOR EXCEPTIONAL CHILDREN

PHYSICIAN'S REPORT
(Return one copy)

Recommendation for Special Services for PREGNANT GIRLS

Name ______________________ Date ______________

Age ____________ Grade ____________ Telephone ____________

Address ____
(Street) (City)

City in which child is attending school ____________________

Parent's Name ____

Diagnosis ____

____

Please give estimated date of confinement: _________________

Signed: ______________________ M.D.

Date: ______________________

Approved by: ______________________
Section for Exceptional Children

Date: ______________________

STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
SPECIAL EDUCATION SECTION
Dr. Jimmie L. V. Prickett, Administrator

NOTICE OF TERMINATION - HOMEBOUND PROGRAM

County ____________ Name of School ______________________________ District ____________

Student's Name ________________________________ Age ____________ Grade ____________

Disability ____

Address ______________________________________ City ________________________________

Parent's Name ____

Date Instruction Began ________________ Date Terminated ________________________

Number of Weeks Taught ___________ Number of Teaching Trips per Week ___________

Total Trips _____________

TO: Director of Special Education

The above named student is being dropped from the Homebound Teaching Program as of the above effective date upon the recommendation of his physician. The student has:

Returned to School ____

Returned to Hospital ____

Other Reason ____

____ ____
Homebound Teacher Address

Approved by: ________________________________ ____
Special Education Section Superintendent, Principal, or District Director of Special Education

Date: ________________________________

STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
SPECIAL EDUCATION SECTION
Dr. Jimmie L. V. Prickett, Administrator

NOTICE OF TERMINATION OF SPECIAL SERVICES FOR PREGNANT GIRLS

County ____________ Name of School ________________________ District ____________

Student's Name ____________________________________ Age ______ Grade __________

Address ____

Parent's Name ____

Date Instruction Began ________________________ Date Terminated ________________

Number of Weeks Taught ____________________

TO: Director of Special Education

The above named student is being dropped from the Special Services Program as of the above effective date upon the recommendation of her physician. The student has:

Given Birth ____________________________ Date ________________________

Dropped Out of School ____

Other Reason ____

____
Teacher

____
Address

Approved by: ________________________
Special Education Section

____
Superintendent, Principal, or District
Director of Special Education

Date: ________________________________

STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
SPECIAL EDUCATION SECTION
Dr. Jimmie L. V. Prickett, Administrator

NOTICE OF TERMINATION - HOMEBOUND PROGRAM

County ____________ Name of School ____________________________ District ____________

Student's Name ________________________________ Age ____________ Grade ______________

Disability ____

Address __________________________________ City ________________________________

Parent's Name ____

Date Instruction Began _________________ Date Terminated ____________________

Number of Weeks Taught ___________ Number of Teaching Trips per Week _____________

Total Trips ______________

TO: Director of Special Education

The above named student is being dropped from the Homebound Teaching Program as of the above effective date upon the recommendation of his physician. The student has:

Returned to School ____

Returned to Hospital ____

Other Reason ____

____ Homebound Teacher

____ Address

Approved by: ____ Special Education Section

____ Superintendent, Principal, or District Director of Special Education

Date: ____

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[illegible] reimbursement of costs by the [illegible] special education funds including [illegible] and indicating [illegible]

Superintendent

APPLICATIONS FOR AID ARE DUE: 30 days after end of 1st Semester and by June 1st for 2nd Semester.

TYPE OF SERVICE TO BE GIVEN

I. Personal Help:

(a) ______________________________
(Specify Reader, Aide, etc.)

____
(Name and Address of person rendering service)

1. Number of Children ________ Handicap: ______________________
(Deaf-Blind)

2. Number of Hours worked per week ______________________

3. Rate of Pay per hour ______________ Total per week ______________

(b) Type of assistance given to child (i.e., moving about school building, on or off bus, in the classroom, etc.)

1. Describe service given: ______________________________

____

____

2. Cost per day for services: ______________________

PUPIL'S NAME	AGE	GRADE	MILES FROM CHILD'S HOME TO SCHOOL	TYPE OF TRANSP. Public/Private	COST PER MILE	NAME OF PERSON PROVIDING TRANSPORTATIO

TOTAL COST - ALL SERVICES ______________________

____________________Semester, Ending________________19___

STATE OF OKLAHOMA
SPECIAL EDUCATION SECTION
State Department of Education

APPLICATION FOR CONDITIONAL PREAPPROVAL OF PLAN FOR HELPING PHYSICALLY HANDICAPPED CHILDREN ATTEND THE CLASSROOM

(Within one week after beginning program, return one copy)

County____School Year 19_____-_____19_____

Name of School____________________Dist. No.__________Address____________________

City____________________________________Zip Code______________________________

****

Pursuant to the Law providing for assistance to help a Physically Handicapped child attend the classroom, we submit herewith our Application for Conditional Preapproval of the plan of service as included herein.

1. Date of beginning special service______________________________, 19_____
2. A Physician's Report for each child is attached to this Application.
3. All costs of this program MUST be paid before application for reimbursement is made.

We recognize that certification of this service for reimbursement of costs by the State depends upon our carrying out the plan of special education herein included and final approval based upon receipt of notarized application for aid indicating the costs have been paid.

____
Superintendent

APPLICATIONS FOR AID ARE DUE: 30 days after end of 1st Semester and by June 1st for 2nd Semester.

TYPE OF SERVICE TO BE GIVEN

I. **Personal Help:**

(a) ______________________________
(Specify Reader, Aide, etc.)

____
(Name and Address of person rendering service)

1. Number of children__________Type of Handicap__________

2. Number of Hours worked per week__________

3. Rate of Pay per hour__________Total per week__________

(b) Type of assistance given to child (i.e., moving about school building, on or off bus, in the classroom, etc.)

1. Describe service given:______________________________

____

____

2. Cost per day for service:__________

Maximum State reimbursement is $225.00 per semester per child.

PUPIL'S NAME	AGE	GRADE	MILES FROM CHILD'S HOME TO SCHOOL	TYPE OF TRANSP. Public/Private	COST PER MILE	NAME OF PERSON PROVIDING TRANSPORTATION

TOTAL COST - ALL SERVICES__________

STATE OF OKLAHOMA
SPECIAL EDUCATION SECTION
State Department of Education

APPLICATION FOR CONDITIONAL PREAPPROVAL FOR FULLTIME PHYSICAL OR OCCUPATIONAL THERAPIST IN SPECIAL EDUCATION FOR HANDICAPPED CHILDREN

County________________________________ School year 19_____ 19______

Name of School______________________________ Address___________________________

City____ Zip Code__________________________

****

Reimbursement in the amount of $1,250.00 for 1st semester and $1,250.00 for 2nd semester ($2,500.00 per school year) will be made for a fulltime Physical Therapist or Occupational Therapist employed exclusively by applicant for the specified school year. (No reimbursement will be made on a part-time or contracted basis.)

****

Application is hereby made for reimbursement in the amount of $2,500.00 for school year 19____19_____ (to be made in the amount of $1,250.00 for 1st semester and $1,250.00 for 2nd semester) for a fulltime Physical Therapist or Occupational Therapist.

____
Name of Therapist Home Address

____
City Zip Code

CHECK ONE: P.T.:__________ O.T.:__________

PLEASE COMPLETE REVERSE SIDE

APPLICATIONS FOR AID ARE DUE: 30 days after end of 1st Semester and by June 1st for 2nd Semester.

Pursuant to the Law providing for assistant to handicapped children, we submit herewith our Application for Conditional Preapproval of the employment of a fulltime Physical or Occupational Therapist.

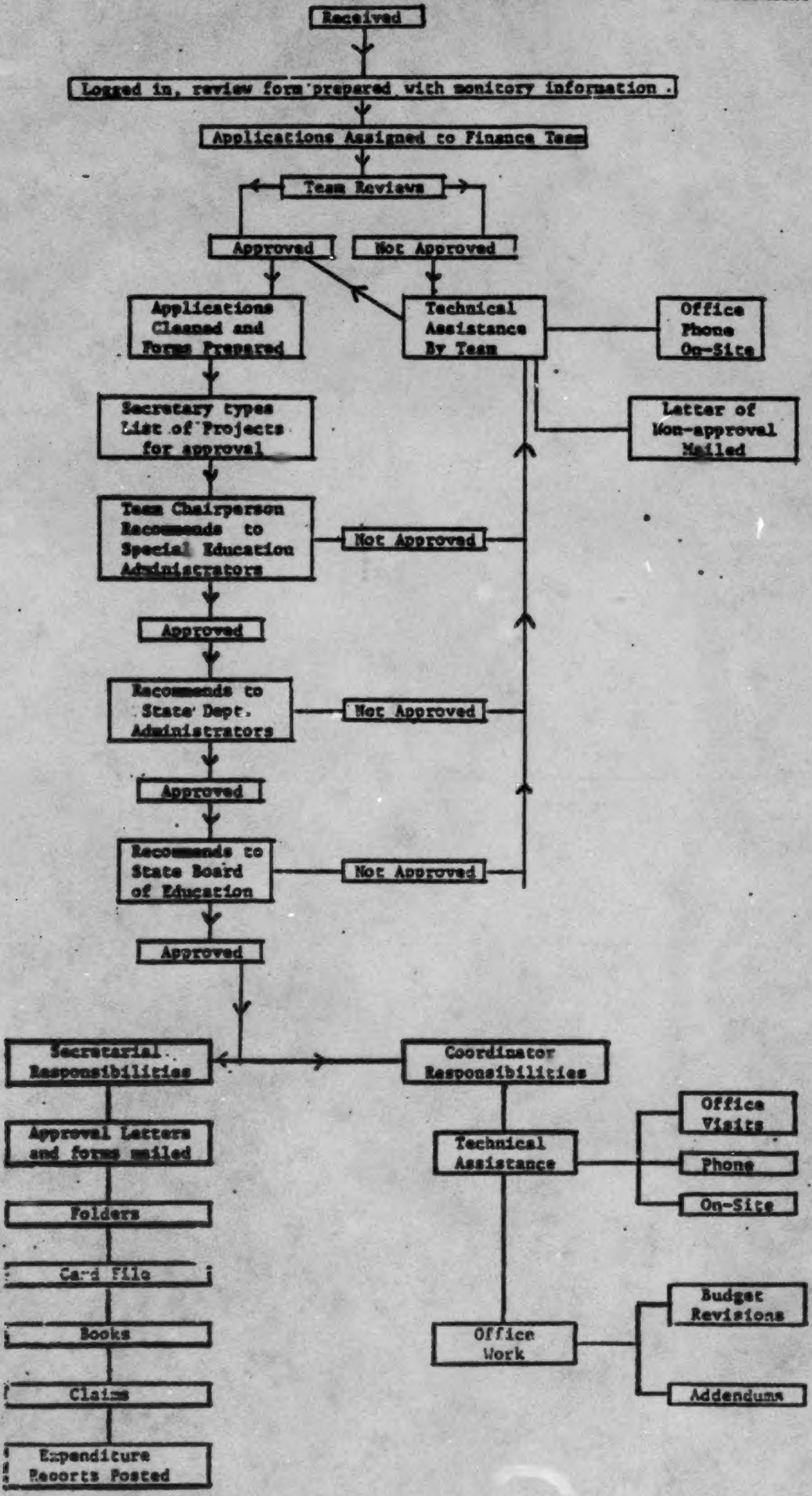
All costs of this program MUST be paid before application for reimbursement is made.

We recognize that certification of this service for reimbursement of costs by the State depends upon our carrying out the plan of special education herein included and final approval based on receipt of notarized application for aid indicating the costs have been paid.

Superintendent

Attachment #B

EHA-B APPLICATION REVIEW PROCESS


Received
Logged in, review form prepared with monitory information.
Applications Assigned to Finance Team
Team Reviews
Approved
Not Approved
Applications Cleaned and Forms Prepared
Technical Assistance By Team
Office Phone On-Site
Secretary types List of Projects for approval
Letter of Non-approval Mailed
Team Chairperson Recommends to Special Education Administrators
Not Approved
Approved
Recommends to State Dept. Administrators
Not Approved
Approved
Recommends to State Board of Education
Not Approved
Approved
Secretarial Responsibilities
Coordinator Responsibilities
Approval Letters and forms mailed
Technical Assistance
Office Visits
Phone
On-Site
Folders
Card File
Books
Office Work
Budget Revisions
Claims
Addendums
Expenditure Reports Posted

Attachment #C

EXCESS COST REQUIREMENT FORM

PART I

School District _______________ District Number _______________ County _______________

Regulations Citation: 121a.182-186 The Excess Cost Requirements

A Local Education Agency may only use funds under Part B of the Act for the excess costs of providing Special Education and Related Services for handicapped children. Excess costs are those costs of Special Education and Related Services which exceed the minimum amount (the amount determined by completing the excess cost form for the education of ELEMENTARY and/or SECONDARY handicapped students.) Part B funds may then be used to pay for the additional costs above the determined minimum amount. The Local Education Agency must expend as much on its handicapped students as it does on its non-handicapped students.

INSTRUCTIONS

The Excess Cost form is composed of an assurance statement and Parts I and II. The Assurance Statement is for those districts who do not meet excess cost or who elect to use their funds for related services. Part I is to be completed to show how much a Local Education Agency SHOULD be expending for Elementary and/or Secondary handicapped students by utilizing the School District Expenditure Report, School Budget, and Statistical Report.

Part II is to be completed by the Local Education Agency as its record to show how much is being spent on a percentage basis from each series listed in the School District Expenditure Report.

All Local Education Agencies participating in a cooperative program may or may not meet the excess cost requirements. Cooperative programs may be written to provide direct services to school age students (Elementary and/or Secondary) in Local Education Agencies who meet the excess cost requirements and may also be written to provide support or indirect services to those Local Education Agencies who do not meet the excess cost requirements. Support or Indirect services may include consultative services to teachers who may need materials, prescriptions, or suggestions for implementing IEP's for handicapped students as well as other related services as listed in the regulations.

STATE REQUIREMENTS FOR EXCESS COST FORM:

1. Excess Cost Form NOT Completed

If a Local Education Agency elects NOT to complete the excess cost form, or once completed DOES NOT MEET excess cost, then all Part B funds must be used for related services or for eligible children from birth through four and/or ages 19 through 21. The following assurance statement must be signed and a copy maintained at the local level, a copy sent to the LEA if participating in a cooperative EHA-B project, and a copy of the signed assurance statement sent to the SDE along with the application for EHA-B funds.

ASSURANCE STATEMENT

I assure that EHA-B funds will be used only for Related Services or for eligible children birth through four and/or ages 19 through 21 if the Local Education Agency elects not to complete this form or does not meet excess cost requirements.

Date _______________ Signature of Superintendent _______________

2. Excess Cost Form Completed

If a Local Education Agency elects to complete the excess cost form, a copy of the form must be maintained at the local level, a copy sent to the LEA if participating in a cooperative EHA-B project, and a copy sent to the SDE with the application for EHA-B funds.

ASSURANCE STATEMENT

I CERTIFY, TO THE BEST OF MY KNOWLEDGE, THAT THE EXCESS COST INFORMATION IS CORRECT.

Date _______________ Signature of Superintendent _______________

SDE USE ONLY

Date Reviewed: _______________ Coordinator: _______________

DOES Meet Excess Cost

Elementary _____ Secondary _____ NA _____

DOES NOT Meet Excess Cost

Elementary _____ Secondary _____ NA _____

EXCESS COST OR PER PUPIL EXPENDITURE FORM

SCHOOL YEAR 19____ - 19____

School District	District Number	County

1. School District Expenditures (School Budget) (1) __________

2. SUBTRACT: (School Budget)

A. Capital Outlay - (2A) __________

B. Community Services - (2B) __________

C. Debt Service - (2C) __________

D. All Federal, State, and Local Monies (school budget) spent for the basic purposes: Handicapped Children, Educationally Deprived, Bilingual Education ONLY. (If funds were not expended from the sources listed below for the three basic purposes, leave the line blank.) - (2D) __________ (Total of Items 1-17)

(1) Title I - ESEA (1) __________
(2) Title I - Delinquent (2) __________
(3) Title I - Neglected (3) __________
(4) Title I - Handicapped (89-313) (4) __________
(5) Title I - Migratory (5) __________
(6) Title III - ESEA (ABE) (6) __________
(7) Title IV-A (Indian Education) (7) __________
(8) Title IV-B (Library Resources (8) __________
(9) Title IV-C (Innovative Programs) (9) __________
(10) Title VI - Handicapped (EHA-B) (10) __________
(11) Gifted/Talented (11) __________
(12) Preschool Incentive (12) __________
(13) Title VI - Special Project (Deaf-Blind) (13) __________
(14) Title VII - Bilingual Education (14) __________
(15) Other: JOM __________ (15) __________

Indo-Chinese __________
ESSA __________
State Implementation Grant __________
____

(16) State Sources for Handicapped, Educationally Deprived, Bilingual Education (16) __________

(a) State Flat Grant __________

(b) State RESC Funds: To be completed by the school district if it acts as a fiscal agent(LEA) for a Regional Education Service Center.

____

(c) Special Services Funds __________
(Homebound, Transportation, etc.)

(d) Other: CVET __________

____

(17) Locally funded programs for Handicapped, Educationally Deprived, Bilingual Education (17) __________
NOTE: Local Funds paid above a State Flat Grant salary or paid fully by local district.

(a) __________
(b) __________

3. ADJUSTED SCHOOL DISTRICT EXPENDITURES (Item 1 minus Items 2A, 2B, 2C, and 2D) (3) __________

4. __________ divided by __________ equals __________
Adjusted School District Expenditures — Total Average Daily Attendance (ADA) 19____ - 19____ — Total Per Pupil Expenditure

5. Multiply total **ELEMENTARY** handicapped students served (refer to child count for 19____ - 19____) by the Total Per Pupil Expenditure to get minimum expenditures required for **ELEMENTARY** handicapped students.

________	x	________	=	________
Elementary Handicapped Students Served		Total Per Pupil Expenditure (Page 1, Item #4)		Minimum Expenditures Required for Elementary Handicapped Students

6. Multiply total **SECONDARY** handicapped students served (refer to child count for 19____ - 19____) by the Total Per Pupil Expenditure to get minimum expenditures required for **SECONDARY** handicapped students.

________	x	________	=	________
Secondary Handicapped Students Served		Total Per Pupil Expenditure (Page 1, Item #4)		Minimum Expenditures Required for Secondary Handicapped Students

---

PART II

Regulation Citation: 121a.182(b) Meeting the Excess Cost Requirement: Each Local Education Agency must keep adequate records to show that it has met the excess cost requirement.

Regulation Citation: 121a.184 Excess Cost Computations of Minimum Amount: The amount a Local Education Agency must spend on its elementary and/or secondary handicapped students may come from any funds except funds under Part B, subject to any legal requirements that govern the use of those other funds.

In order to document what is actually expended for Elementary and Secondary handicapped students, the following formula is provided:

7.	________	÷	________	=	________	x	________	=	________
	Total Number of Handicapped Students Served (Child Count 19___ -19___)		Total ADA (19____ -19____)		Percentage of Handicapped Students		Adjusted School District Expenditures (Page 1, Item 3)		Amount of Funds Allowable to Claim for Handicapped Students from Adjusted School District Expenditures

8.	________	+	________	=	________
	Amount of Funds Allowable (Item #7 above)		Expenditure Total (Page 1, Item 2D)		Total Expenditures for Handicapped Students

9.	________	-	________	-	________	=	________
	Total Expenditures for Handicapped Students (Item #8 above)		EHA-B Expenditures (Page 1, Item 10)		State RESC Expenditures (Page 1, Item 16-b)		Total Allowable Handicapped Expenditures

10.	________	÷	________	=	________
	Total Allowable Handicapped Expenditures (Item #9 above)		Total Number of Handicapped Students Served (Child Count 19____ - 19____)		Actual Handicapped Per Pupil Expenditure

11.	________	x	________	=	________
	Elementary Handicapped Students Served		Actual Handicapped Per Pupil Expenditure (Item #10 above)		Actual Elementary Handicapped Expenditures

12.	________	x	________	=	________
	Secondary Handicapped Students Served		Actual Handicapped Per Pupil Expenditure (Item #10 above)		Actual Secondary Handicapped Expenditures

ITEM #11 MUST EQUAL OR EXCEED ITEM #5 FOR ELEMENTARY HANDICAPPED STUDENTS.

ITEM #12 MUST EQUAL OR EXCEED ITEM #6 FOR SECONDARY HANDICAPPED STUDENTS.

Attachment #D

Local Education Agency ____ District Number ____ County ____ RESC ____

Flow-Through: ____ Discretionary: ____

LEA APPLICATION

PART II

APPLICATION
FOR
EHA-B FUNDS

NOTE: PLEASE SUBMIT THE ORIGINAL AND ONE COPY.

SDE USE ONLY

Date Reviewed: ____ FY: ____

EHA-B Review Team: ____

APPLICATION FOR EHA-B FUNDS

SECTION I

Local Education Agency (LEA)	District Number	County	RESC	Project # (Assigned by SDE)

SECTION II

SUPERINTENDENT

Name

Street or Box Number

City State ZIP Code

Area Code Phone Number Extension

PROJECT COORDINATOR

Name

Street or Box Number

City State ZIP Code

Area Code Phone Number

Extension: ____________

CHILD FIND PERSON

Name: ____________

Address: ____________

Phone Number: ____________

AREA SUPERVISOR

Name: ____________

CONTACT PERSON

This is the person we need to contact in case of questions on quarterly reports.

Name: ____________

Phone Number: ____________

42

SECTION III

Please check appropriate blank: Single ________ Cooperative ________

Please list below each school district participating in the project and the elementary and secondary per capita expenditures for each district.

55

July 1, 1981 through June 30, 1982
Project Duration

____
Date

____
Signature of LEA Superintendent

SECTION IV

SDE USE ONLY

____
Amount of Grant Award

____
Date of State Board Approval

56

____
Signature of Authorized SDE Official

P.L. 94-142
Funding Authority

SECTION V

PROJECT ACTIVITIES INSTRUCTIONS

I. Project Activities

- A. Use the form provided to describe project activities.
- B. Write an activity for EACH program and/or service component for which you are requesting funds.
- C. Indicate within each activity whether it is a new program and/or service component or if it is a continuation from the previous year.
- D. When writing the activities, structure them in this form:
  1. Direct Services (New or Continued)
     - a. Programs: Teacher/Pupil
  2. Indirect/Support Services (New or Continued)
     - a. Consultative or "Back-up" personnel for working with teachers who have handicapped students with IEP's in the regular program.
     - b. Aides.
  3. Related Services
  4. Miscellaneous Activities
     - a. Materials
     - b. Equipment
     - c. Travel
     - d. Inservice
     - e. Other

II. Number and type of personnel for each activity is self-explanatory.

III. Number, Age and category of children served is self-explanatory.

IV. Type of service delivery. List the method by which programs and/or services will be delivered, i.e., home-based, self-contained, lab, itinerant, consultative or "back-up", etc.

V. Location of program or services. List the location of programs. If the program is in a single district application, list the level of the program as a preschool, elementary, or secondary program. If in a cooperative project, list the district where the program will be based and the level of the program, i.e., preschool, elementary, or secondary.

VI. Evaluation of Activities. Describe the procedures to evaluate project activities, i.e., pre-post testing, development and review of IEP's, performance reports, etc.

PROJECT ACTIVITIES

SECTION V

Write an activity for each program and/or service component for which you are requesting funds.	Number and type of personnel for each activity.	Number, age & category of children served.	Type of service delivery.	Level and Location of program or services.	Evaluation of each activity.

INFORMATION REQUIRED FOR DISCRETIONARY APPLICATIONS

THIS FORM MUST BE INCLUDED WITH EACH DISCRETIONARY APPLICATION REQUEST BEFORE THE REQUEST WILL BE CONSIDERED.

Y N 1. Are you applying for Discretionary Funds for the first time?

Y N 2. Did you participate in a cooperative during 1980-81 which received Discretionary funds?

3. List Special Education Programs and Services funded with Discretionary funds during 1980-81.

   a. How are these programs and services to be funded for 1981-82? Indicate with a (✓) the appropriate funding source in each column.

Programs and Services	Local	State	EHA-B Flow-Through	Other Federal	1981-82 Discretionary Request

PROPOSED BUDGET FOR
FY 81 C/O FUNDS

SECTION VI

Expenditure Accounts 1	Budget Code 2	SALARIES Profes-sional 3	SALARIES Non-Profes-sional 4	Contracted Services 5	Travel 6	Inservice 7	Materials and Supplies 8	Equipment 9	Other Expense 10	BUDGET CODE TOTALS 11
Administration	100								IDC	
Instruction	200									
Health Services	400									
Pupil Transportation	500									
Operation of Plant	600									
Maintenance of Plant	700									
Fixed Charges	800									
Outgoing Transfers	1190									
Equipment	1230									
TOTALS										**

Balance of FY 81 Funds after submission of 4th quarter claim and expenditure reports: ____________
(This balance MUST agree with the amount we show as a balance on our books.)

61

Additional FY 81 Carry-over funds at $ 9.50 per child: ____________ 62
(Based on December 1, 1979 Child Count)
This total is the amount that should be budgeted above.** TOTAL** ____________

SEE POLICIES AND PROCEDURES BOOKLET ON HOW TO CLAIM AND REPORT YOUR CARRY-OVER FUNDS.

PROPOSED BUDGET FOR
FY 82 FUNDS

SECTION VII

[illegible]		EXPENSE CLASSIFICATIONS								[illegible]
		SALARIES								
Expenditure Accounts 1	Budget Code 2	Professional 3	Non-Professional 4	Contracted Services 5	Travel 6	Inservice 7	Materials and Supplies 8	Equipment 9	Other Expense 10	BUDGET CODE TOTALS 11
Administration	100								IDC	
Instruction	200									
Health Services	400									
Pupil Transportation	500									
Operation of Plant	600									
Maintenance of Plant	700									
Fixed Charges	800									
Outgoing Transfers	1190									
Equipment	1230									
TOTALS										

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THIS BUDGET PAGE IS FOR FY 82 FUNDS ONLY. DO NOT INCLUDE FY 81 c/o FUNDS ON THIS PAGE.

Do not include FIXED CHARGES in the salary. FIXED CHARGES should be budgeted under the 800 budget code.

PROPOSED PERSONNEL TO BE PAID FROM EHA-B FUNDS

(Items 3 and 4)

Name	Teacher Number**	Position	Location (If in Coop)	Budget Code	Salary Paid from EHA-B Funds		Fixed Charges Paid from EHA-B Funds	State Flat Grant	Local Salary	TOTAL SALARY
					FY 81 c/o	FY 82				
				TOTALS						

**This is a six digit number which is listed in the top, left-hand corner of the Teacher Certificate. This is not the Social Security Number.

CONTRACTED SERVICES

(Item 5)

Name of Agency	Who will provide services	Type of Service	Cost for Service	Number of children to be seen	Location where services will be provided	Amount from FY 81 c/o funds	Amount from FY 82 funds
					TOTALS		

49

67

63

PROJECTED TRAVEL

(Item 6)

List the destination and purpose of projected travel to be paid from EHA-B funds for project personnel.

Name	Position	Projected Travel Destination and Purpose

Explain briefly how personnel employed in project will CLAIM for travel incurred for project activities.

1. Amount to be reimbursed per mile.

2. Amount of per diem paid.

3. How records will be kept.

4. Other funding sources being used to pay costs of travel.

INSERVICE

(Item 7)

If Inservice has been written into the activities and funds are budgeted for inservice, briefly describe what activities will occur and amount of funds budgeted for inservice.

Area of Training	Training Audience	Projected Number to Attend	Projected Amount for FY 81 c/o funds	Projected Amount for FY 82 funds
		TOTALS		

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PROPOSED LIST OF MATERIALS AND SUPPLIES

(FY 81 c/o Funds)

(Item 8)

Quantity	Item	Budget Code	Estimated Cost
	TOTAL		

PROPOSED LIST OF MATERIALS AND SUPPLIES

(FY 82 Funds)

(Item 8)

Quantity	Item	Budget Code	Estimated Cost
	TOTAL		

PROPOSED LIST OF EQUIPMENT

(Item 9)

Quantity	Item	Budget Code	Estimated Cost		Justification
			FY 81 c/o	FY 82	
	TOTALS				

OTHER EXPENSE

(Item 10)

If funds are budgeted under this expense classification, provide a justification for the proposed expenditures.

Budget Code	FY 81 c/o	FY 82	JUSTIFICATION OF EXPENDITURE
Totals			

77

73

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Attachment #E

ESEA-TITLE I 89-313
LEA Reserve Monies

89-313 APPLICATION

School District ____________________

Fiscal Year ____________________

District No. ____________________

Name of Student ____________________

County ____________________

Amount of Funds ____________________

Program Site (School) ____________________

Teacher ____________________

Name of Institution Child Transferred From ____________________

Handicapping Categories		0-2 Years	3-5 Years	6-17 Years	18-21 Years	TOTAL
Mentally Retarded	TMR					
	EMH					
Multi-Handicapped						
Hard of Hearing						
Deaf						
Speech Impaired						
Visually Impaired						
Emotionally Disturbed						
Orthopedically Impaired						
Learning Disabled						
Other Health Impaired						
Deaf-Blind						
TOTAL						

EQUIPMENT TO BE PURCHASED WITH 89-313 FUNDS

Quantity	Item	Estimated Cost	Justification

Describe the nature and purpose of your 89-313 project and include measurable child-centered goals and objectives:

Describe educational services currently being provided for 89-313 handicapped children with State and Local funds:

Describe educational services to be provided for the 89-313 child in addition to services that will be provided with State and Local funds:

Describe the procedures to be used in developing and implementing the individualized educational program for each handicapped child receiving 89-313 funds:

Describe the tracking system that will be utilized with 89-313 children:

Describe any proposed training for school staff and for parents of those children. Include dissemination for information procedures:

Describe procedures which will be used to evaluate the effectiveness of the project:

ASSURANCE

Applicant district representative assures the Chief School Officer that services to be provided meet the criteria of P.L. 89-313 Part 116 (b) - State Operated Programs for Handicapped Children.

Signature of Authorized Representative

Attachment #B

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER P.L. 89-313, AMENDMENT TO TITLE I, ESEA; AND PARTS B, C, AND G, EHA

PART I - PROJECT APPROVAL, STATISTICAL DATA AND ABSTRACT

FORM APPROVED
O.M.B. NO. 51-R0803

1. STATE EDUCATIONAL AGENCY ACTION *(To be completed by State educational agency)* | **2. MAINTENANCE OF FISCAL EFFORT**

	STATE CODE (A)	STATE PROJECT NUMBER (B)	SEA CLASS (C)	DATE APPROVED (D)			AMOUNT APPROVED (E)	ALLOCATED FROM FEDERAL FY (F)	SECOND PRECEDING FISCAL YEAR (A)	FIRST PRECEDING FISCAL YEAR (B)
A				Month	Day	Year	$	19____	$	$

	3. APPLICANT AGENCY			**4. PROJECT DIRECTOR**		
BC	(a) NAME OF ADMINISTRATOR *(Last, first, middle initial)*			(a) NAME OF DIRECTOR *(Last, first, middle initial)*		
	(b) NAME OF AGENCY			(b) NAME OF SCHOOL OR BUSINESS		
	(c) NUMBER AND STREET			(c) NUMBER AND STREET		
	(d) CITY	(e) STATE	(f) ZIP CODE	(d) CITY	(e) STATE	(f) ZIP CODE
	(g) COUNTY			(g) COUNTY		
	TELEPHONE	(h) AREA CODE	(i) NUMBER	(j) EXTENSION		

TELEPHONE	(h) AREA CODE	(i) NUMBER	(j) EXTENSION

(k) CONGRESSIONAL DISTRICT NUMBER →		▨

5. PROJECT DURATION	(a) FROM	Month	Day	Year	(b) TO	Month	Day	Year

8

D **6. TITLE OF PROJECT** *(Limit to 50 characters, including punctuation and spaces)*

	7. LEGISLATIVE FUNDING AUTHORITY	CHECK ONE	8. OTHER FUNDING SOURCES		9. TYPE OF FORM	CHECK ONE
E	(a) P.L. 89-313		(a) Local	$	(a) Application	
	(b) PART B, EHA		(b) State			
	(c) PART C, EHA - D-B		(c) Other Federal title *(Specify)*	▨	(b) Application Amendment	
	(d) PART C, EHA - ECE		(1)			
	(e) PART G, EHA		(2)		(c) Report	
	(f) OTHER *(Specify)*		(3)			
		▨	(d) Other		(d) Report Amendment	
			(e) TOTAL	$		

	10. (a) SIGNATURE OF AUTHORIZED OFFICIAL	(b) DATE	11. OE USE ONLY.	
F			School District Code	
			Vendor Code	

OE FORM 9025, 1/72

REPLACES OE FORM 9025, 12/70, WHICH IS OBSOLETE

12. PROJECT EXPENDITURES

(APPLICATION - Give estimated dollar amount of Federal funds required. REPORT - Give actual expenditures and unliquidated obligations.)

ABCD

A. BY EXPENDITURE ACCOUNTS *(See OE Handbook II)*	SALARIES *(a)*	CONTRACTED SERVICES & OTHER EXPENDITURES *(b)*	TOTAL AMOUNT *(c)*	B. BY TYPE OF HANDICAPPED CHILDREN BENEFITING	AMOUNTS *(d)*
(1) Administration *(100)*	$	$	$	*(1)* Trainable Mentally Retarded	$
(2) Instruction *(200)*				*(2)* Educable Mentally Retarded	
(3) Attendance Services *(300)*				*(3)* Learning Disabled	
(4) Health Services *(400)*				*(4)* Emotionally Disturbed	
(5) Pupil Transportation *(500)*				*(5)* Other Health Impaired	
(6) Operation of Plant *(600)*				*(6)* Crippled	
(7) Maintenance of Plant *(700)*				*(7)* Visually Handicapped	
(8) Fixed Charges *(800)*				*(8)* Deaf-blind	
(9) Food Services *(900)*				*(9)* Deaf	
(10) Student Body Activities *(1000)*				*(10)* Hard of Hearing	
(11) Community Services *(1100)*				*(11)* Speech Impaired	
(12) SUB-TOTAL *(100 thru 1100)*	$	$	$	*(12)* TOTAL HANDICAPPED	$
(13) Sites *(1210)*				C. BY SPECIAL CATEGORIES	
(14) Buildings *(1220A and B)*				*(1)* Preschool Project Activities	$
(15) Remodeling *(1220C)*				*(2)* Voc-ed Project Activities	
(16) Equipment for Instruction *(1230C)*				*(3)* Inner City Project Activities	
(17) Other Equipment *(1230 except C)*				*(4)* Minority Group Project Activities	
(18) CAPITAL OUTLAY *(1200 series)* SUBTOTAL			$	*(5)* Inservice Training of Staff	
(19) GRAND TOTAL *(Sum of both sub-totals)*			$	*(6)* Parent Services	

13. PROJECT PARTICIPANTS

	A. CHILDREN RECEIVING SERVICES									B. PROJECT PERSONNEL PAID FROM FEDERAL PROJECT FUNDS					C. PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS				
	TYPE OF HANDICAPPED CHILDREN SERVED	NUMBER OF CHILDREN SERVED							TOTAL SCHOOL DAYS (h)	NUMBER OF PERSONNEL PAID				MAN WEEKS PUR-CHASED (m)	NUMBER OF PERSONNEL TRAINED				CLOCK HOURS PRO-VIDED (r)
		0-2 YEARS (a)	3-5 YEARS (b)	6-9 YEARS (c)	10-12 YEARS (d)	13-18 YEARS (e)	19 AND OVER (f)	TOTAL (g)		TEA-CHERS (i)	TEACH. AIDES (j)	OTHER PERS. (k)	TOTAL PERS. (l)		TEA-CHERS (n)	TEACH. AIDES (o)	OTHER PERS. (p)	TOTAL PERS. (q)	
A	(1) Trainable Mentally Retarded																		
B	(2) Educable Mentally Retarded																		
C	(3) Learning Disabled																		
D	(4) Emotionally Disturbed																		
E	(5) Other Health Impaired																		
F	(6) Crippled																		
G	(7) Visually Handicapped																		
H	(8) Deaf-blind																		
I	(9) Deaf																		
J	(10) Hard of Hearing																		
K	(11) Speech Impaired																		
L	(12) TOTAL																		

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M

D. CHILDREN RECEIVING SERVICES BY DEMOGRAPHIC AREA	NUMBER (s)
(1) From inner city areas	
(2) From other urban areas *(over 50,000)*	
(3) From rural areas *(under 2,500)*	
(4) From other demographic areas *(From 2,500 to 50,000)*	
(5) TOTAL *(Lines D. (1)-(4))*	

E. MISCELLANEOUS INFORMATION

	(t)		(u)
(1) Children participating in preschool activity in this project		(6) Number of American Indian children involved in this project	
(2) Students participating in voc-ed activity in this project		(7) Number of Negro children involved in this project	
(3) Multihandicapped children for whom components of this project were especially designed		(8) Number of Oriental children involved in this project	
(4) Children enrolled in nonpublic schools		(9) Number of Spanish surnamed children involved in this project	
(5) Additional children receiving only incidental services *(not previously reported in this form)*		(10) Number of parents receiving direct services through project funds	
		(11) Number of non-paid volunteers participating in this project	

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PROPOSED LIST OF
MATERIALS AND SUPPLIES

Quantity	Item	Budget Code	Estimated Cost
	TOTAL		

PROPOSED LIST OF
MATERIALS AND SUPPLIES

Quantity	Item	Budget Code	Estimated Cost
		TOTAL	

Quantity	Item	Budget Code	Estimated Cost		Justification
		TOTALS			

PROPOSED PERSONNEL

Name	** Teacher Number	Position	Budget Code			FY 81	State Flat Grant	Local Salary	TOTAL SALARY
			TOTALS						

**This is a six digit number which is listed in the top, left-hand corner of the Teacher Certificate. This is not the Social Security Number.

PROJECT INFORMATION, STATEMENT OF ASSURANCES, COOPERATIVE AGENCY AGREEMENT

Statement of Assurances

1. THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The applicant will make a project report within 30 days after termination of the project or, in the case of a multi-year project, within 30 days of the termination of the fiscal year from which this phase of the project is funded, and such other reports to the State educational agency (in the case of Public Law 89-313, through the supervising State agency to the State educational agency), in such form and containing such information, as may be necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title. The applicant will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. Check (1) or (2), not both:

1. ☐ The Assurance of Compliance (Form HEW 441) previously filed with the U.S. Office of Education applies to this application.

2. ☐ The activities conducted under this project during the regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the U.S. Office of Education (including modifications filed on Form HEW 441B), and all other activities will be carried out on a non-discriminatory basis in accordance with the Regulation of the Department (45 CPR 80.3).

d. The amounts of non-Federal funds expended for schools operated or supported by this agency will be maintained at the same level as they would have been maintained if no projects had been approved for these schools.

e. In the case of construction required for the operation of the project--

1. The applicant will, prior to starting the construction or letting any bids, submit to the State educational agency all building plans and specifications for approval, and will award the construction contract within a reasonable period of time, which date shall in no event be later than June 30 of the following fiscal year.

2. The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

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3. The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it received Federal assistance under Part B, EHA.

4. All contracts for construction shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except where one or more items of construction are covered by an established alternate procedure, consistent with State and local laws and regulations, which is approved by the State educational agency as designed to assure construction in an economical manner consistent with sound business practice.

CERTIFICATION

I CERTIFY that, to the best of my knowledge, the information contained in this application is correct and complete and that the applicant Agency named in Part I has authorized me, as its representative, to give the above assurances and to file this application.

TYPED NAME OF AUTHORIZED REPRESENTATIVE	SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE

Describe the nature and purpose of the project and include measurable child-centered objectives.

OBJECTIVES

Describe each educational service to be provided with funds under this part along with activities.

ACTIVITIES

INDIVIDUALIZED EDUCATION PROGRAM

Describe the procedures to be used in developing and implementing the Individualized Education Program which must be provided for each handicapped child.

EVALUATIONS

Describe the procedures which will be used to evaluate the effectiveness of the project.

DISSEMINATION

Describe the methods of dissemination of project information.

Describe proposed training for the school staff and for the parents of children served at institutions.

TRAINING

DEINSTITUTIONALIZATION

Describe your plan of deinstitutionalization for residents with potential that may qualify them for dismissal:

74

TRACKING SYSTEM

Describe your tracking system utilized by your agency when a student is deinstitutionalized:

COMPLAINT PROCEDURES

List vour written complaint procedures:

76

PARENT PARTICIPATION

Describe all aspects of parent participation in the project:

– Attachment #G –

STATE DEPARTMENT OF EDUCATION

AUDIT SECTION

AUDIT REPORT

☐ EDUCATION OF THE HANDICAPPED ACT, Part B (P.L. 94-142)

☐ TITLE I, HANDICAPPED (P.L. 89-313)

☐ STATE IMPLEMENTATION GRANT (P.L. 94-142)

☐ PRESCHOOL INCENTIVE GRANT (P.L. 94-142)

☐ GIFTED/TALENTED GRANT (P.L. 95-561)

School Year 19____ - 19____

____________________ School (LEA)

____________________ District Number

____________________ County

Pursuant to the Oklahoma Plan for implementing EHA-B, P.L. 89-313, State Implementation Grant, Preschool Incentive Grant, and Gifted/Talented Grant, I have made an examination of the expenditures of the above named school. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion, subject to the qualifications and exceptions in the audit comments, the following schedules correctly reflect the net cost of the project within the limitations and conditions of the project approval of the State Department of Education.

____________________ Auditor

GENERAL COMMENTS

____ Education of the Handicapped Act, Part B (P.L. 94-142)

____ Title I, Handicapped (P.L. 89-313)

____ State Implementation Grant (P.L. 94-142)

____ Preschool Incentive Grant (P.L. 94-142)

____ Gifted/Talented Grant (P.L. 95-561)

The ______________________________ Public School, District No. __________, in order to qualify for the GRANT AWARD (has, has not) maintained the maintenance of fiscal effort, average per pupil expenditure or excess cost from non-federal funds, as outlined in the Federal Register and the State Laws and Regulations.

The above school district (has, has not) received, deposited, and expended the GRANT AWARD as reflected on the Summary of Audit and the Work Sheet; all claims and invoices and/or purchase or encumbrance orders, WITH ATTACHED INVOICES, (have, have not) been dated correctly, labeled, and show the warrant numbers: also materials and supplies or equipment purchased (have, have not, NA) been acknowledged and dated by the Superintendent as required by State Law if under the alternate system of accounting (Section 79, Sub-Paragraph "F").

The proposed budget or revisions thereof (has, has not, NA) a variation of more than 10% in the cost of any line item of the expenditure accounts in the project.

A physical check of the equipment purchased was made and the equipment (was, was not, NA) in agreement with the GRANTEE'S application or revision and (was, was not, NA) labeled by TITLE and YEAR.

____
Signature of Auditor

STATE DEPARTMENT OF EDUCATION

AUDIT SECTION

AUDITOR'S AGENDA FOR ALL FEDERAL GRANT AWARD PROGRAMS

YES	NA	
☐		1. I have verified the eligibility of the applicant application.
☐		2. I have verified the receipts, deposits, and expenditures of the grant award.
☐		3. I have completed all the working papers on the grant award including the Cover Sheet, Excess Cost or Per Pupil Expenditure form, Summary of Audit, and the comment sheet.
☐	☐	4. I have completed the above when there is a 19____ - 19____ CARRY-OVER.
☐	☐	5. I have verified the amount of the CARRY-OVER and it is in accordance with the appropriate funding source.
☐		6. I have examined or used random sampling on all claims and invoices, purchase and/or encumbrance orders as to date of purchase, warrant number, date of payment, identified the 1230 series and assured that the appropriate funding source matched Teacher Retirement funds.
☐	☐	7. I have completed the equipment form.
☐	☐	8. I have made a physical check of all equipment purchased in the approved project.
☐	☐	9. I have written exceptions and other comments.

____

Signature of Auditor

ARY AUDI

____ EHA-B (P.L. 94-142)
____ Flow-Through
____ Discretionary
____ Inservice

19____ - 19____

School Dist No. County Project No.

____ Title I, Handicapped (89-313)
____ State Implementation Grant
____ Preschool Incentive Grant
____ Gifted/Talented Grant

Expenditure Accounts and Budget Codes		EXPENSE CLASSIFICATIONS								
		Professional	Non-Professional	Contracted Services	Travel	Inservice	Materials & Supplies	Equipment	Other Expense	TOTALS
Administration (100)	Budgeted									
	Expended									
	Balance									
Instruction (200)	Budgeted									
	Expended									
	Balance									
Health Services (400)	Budgeted									
	Expended									
	Balance									
Pupil Transportation (500)	Budgeted									
	Expended									
	Balance									
Operation of of Plant (600)	Budgeted									
	Expended									
	Balance									
Maintenance of Plant (700)	Budgeted									
	Expended									
	Balance									
Fixed Charges (800)	Budgeted									
	Expended									
	Balance									
Outgoing Transfers (1190)	Budgeted									
	Expended									
	Balance									
Equipment (1230)	Budgeted									
	Expended									
	Balance									
TOTALS	Budgeted									
	Expended									
	Balance									

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Page 1 of ___

WORK SHEET

19___ - 19___

Amount of Grant Award ______________
Received & Deposited ______________
Amount Not Received ______________

Amount Expended ______________
Unexpended Balance ______________
Carry-Over ______________

____
School Dist. No. County

Project Number: ______________ Date of Project Approval: ______________

Type of Audit: Complete: ______________ Continuing: ______________

Date of Audit: ______________ Audited By: ______________

___ EHA-B (P.L. 94-142)
 ___ Flow-Through
 ___ Discretionary
 ___ Inservice
___ Title I, Handicapped (89-313)
___ State Implementation Grant
___ Preschool Incentive Grant
___ Gifted/Talented Grant

Date of Purchase	Claim Number	Warrant Number	Vendor	Salaries		Contracted Services	Travel	Inservice	Materials and Supplies	Equipment	Other Expense	TOTALS
				Professional	Non-Professional							

Page ___ of ___

Date of Purchase	Claim Number	Warrant Number	Vendor	Salaries		Contracted Services	Travel	Inservice	Materials and Supplies	Equipment	Other Expense	TOTALS
				Professional	Non-Professional							

Page ___ of ___

Date of Purchase	Claim Number	Warrant Number	Vendor	Salaries		Contracted Services	Travel	Inservice	Materials and Supplies	Equipment	Other Expense	TOTALS
				Professional	Non-Professional							

Page ___ of ___

Date of Purchase	Claim Number	Warrant Number	Vendor	Salaries		Contracted Services	Travel	Inservice	Materials and Supplies	Equipment	Other Expense	TOTALS
				Professional	Non-Professional							

Page ___ of ___

Date of Purchase	Claim Number	Warrant Number	Vendor	Salaries		Contracted Services	Travel	Inservice	Materials and Supplies	Equipment	Other Expense	TOTALS
				Professional	Non-Professional							

12-21-81

Question:

9. Please give other methods of quality control that are exercised outside of the due process procedure.

Answer:

Technical assistance is given to school personnel routinely by the members of the State Department of Education. This includes Area Supervisors, Regional Education Service Center personnel and Special Education Section staff.

Workshops and seminars for teachers, parents, administrators and counselors are designed and conducted periodically throughout the state by the personnel listed above.

An extensive on-site monitoring system has been developed by the State Department of Education.

The procedure is outlined in the following memorandum and forms.

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J.D. GIDDENS
ASST. SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST. SUPERINTENDENT
STATE-FEDERAL

MURL VENARD
ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
JOHN FOLKS, Associate Deputy Superintendent

2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

TO: Superintendent and/or Principal

FROM: Tom Everidge, Assistant Administrator
Special Education Section

DATE: August 25, 1981

RE: Special Education On-Site Monitoring Visit

According to the Oklahoma State Plan for Part B of the Education of the Handicapped Act, all schools will have an on-site monitoring review at least once every three years. Since a team will visit your school this year, enclosed is a guide for self-evaluation of your program for you to judge if state and federal regulations are being followed. This is not a mandate but intended as a suggested method for you to evaluate your special education program.

The visiting team will consist of your area supervisor from the Accreditation Section, a Special Education Coordinator, and someone from your RESC. The date and time of the monitoring visitation will be determined by your area supervisor.

If you have any questions regarding the on-site monitoring review, please contact me at (405) 521-3351.

You're doin fine Oklahoma! 75 1907 Diamond Jubilee 1982

/rh
7/31/80

SPECIAL EDUCATION

MONITORING PROCEDURES CHECKLIST

SCHOOL	DISTRICT	COUNTY	AREA SUPERVISOR

The following questions are evaluated according to the criteria and documentation standards described in the LOCAL EDUCATION MONITORING GUIDE FOR SPECIAL EDUCATION.

1. Right to Education Policy:

Yes/No The Local Education Agency (LEA) has developed timelines for assuring the right of all handicapped children to a free appropriate public education.

2. Full Educational Opportunity Goal:

Yes/No The LEA has developed a goal that assures the right of all handicapped children under its jurisdiction to a free appropriate public education.

Yes/No 3. Child Identification and Evaluation:

Have activities designed to identify, locate and evaluate all handicapped children been initiated by the LEA?

Yes/No 4. Protection in evaluation procedures:

Does the LEA use evaluation procedures which are consistant with State and Federal requirements?

Yes/No 5. Individualized Education Program: (IEP)

Does the LEA use IEP procedures which are consistent with State and Federal requirements?

Yes/No 6. Related Services:

Can access to related services as defined in the regulations be made available by the LEA as needed?

Yes/No 7. Due Process Procedures:

Has the LEA adopted policies and implemented procedures which are consistent with State and Federal procedural safeguard requirements.

Yes/No 8. Confidentiality:

Has the LEA Adopted policies and implemented procedures which are consistent with State and Federal confidentiality requirements?

Yes/No 9. Least Restrictive Environment: (LRE)

Has the LEA adopted policies and implemented procedures which assure placement decisions are consistent with State and Federal requirements?

Yes/No 10. Priorities:

Did the LEA expend its EHA Part B funds according to State and Federal priorities?

Yes/No 11. Administration of Funds by LEA:

Does the LEA have procedures for insuring appropriate auditing of Federal funds?

Yes/No 12. Placements:

Has the LEA implemented specific procedures regarding handicapped children transferred to other school districts and public or private agencies?

Yes/No 13. Participation of Private School Children:

Has the LEA implemented specific procedures for assuring the participation of private school handicapped children in programs supported by EHA Part B funds?

Yes/No 14. Special Education Staff Development:

Has the LEA initiated in-service training activities consistent with the State Plan?

Yes/No 15. Child Count Procedures:

Has the LEA adopted policies and implemented procedures which assure an unduplicated child count consistent with State and Federal requirements?

Yes/No 16. Parent Involvement:

Has the LEA adopted policies and implemented procedures which assure parent involvement consistent with State and Federal requirements?

Yes/No 17. Pupil Records:

Has the LEA adopted policies and implemented procedures which assure the maintenance of pupil records consistent with State and Federal requirements.

Yes/No 18. Facilities:

Is the LEA providing the appropriate facilities necessary to meet the special education and related service needs of all the handicapped children under its jurisdiction?

Yes/No 19. Technical assistance requested.

Comments:

Recommendations:

SPECIAL EDUCATION VISITATION FORM

SCHOOL DISTRICT ____________________ DATE OF VISITATION ________________

SCHOOL __________________________ CLASS(ES) ____________ TEACHER(S) ____________________
(Type & Level)

____________________ ____________________

____________________ ____________________

I. CONFIDENTIAL FOLDER REVIEW

Is the following documentation complete, with proper signatures, and in place in each folder reviewed:

Note: Yes = +
No = 0

1. Record Access Sheet																			
2. Referral																			
3. Permission to Test																			
4. L.D. Eligibility Team Statement (L.D. only)																			
5. Categorical Eligibility Statement																			
6. Current Testing (within 3 years)																			
7. Current IEP																			
8. Adaptive Behavior Documentation																			
9. Annual Review of Placement																			
10. ED - Psychologist/Psychiatrist Report																			
11. PH/MH - Medical Report																			

Comments: ____

____

II. IEP REVIEW

A. Use State Form Yes ☐ No ☐

B. All Parts Completely Filled Out

1. Personal Information (name, etc.) Yes ☐ No ☐
2. Top Center: Achievement Scores Yes ☐ No ☐
3. Strengths & Weaknesses Yes ☐ No ☐
4. Goal(s) Yes ☐ No ☐
5. Objectives (Measurable?) Yes ☐ No ☐
6. Method & Materials Yes ☐ No ☐
7. Person(s) Responsible Yes ☐ No ☐
8. Timelines Yes ☐ No ☐
9. Evaluation Yes ☐ No ☐
10. Time in Regular Class Yes ☐ No ☐

II. IEP REVIEW (cont)

B. All Parts Completely Filled Out

11. Physical Education Regular ☐ Adaptive ☐ Yes ☐ No ☐

12. Signature (if parent signature not available, documentation) Yes ☐ No ☐

C. Timelines

1. Annually ☐

2. More Than Annually ☐

D. Follows Regulations (team meeting, signatures, etc.) Yes ☐ No ☐

Comments: ______________________________

____

III. DEAF EDUCATION

Is there a procedure for determining if hearing aid is working? Yes ☐ No ☐

IV. CLASS SIZE

Satisfactory ☐ Unsatisfactory ☐

Comments: ______________________________

____

V. MODIFIED PROGRAM Yes ☐ No ☐

Letter on File Yes ☐ No ☐

Comments: ______________________________

____

VI. FACILITIES Good ☐ Fair ☐ Poor ☐

Comments: ______________________________

____

LEAST RESTRICTIVE ENVIRONMENT Yes ☐ No ☐

Comments: ______________________________

____

93r

VII. TECHNICAL ASSISTANCE

A. Required Yes ☐ No ☐

B. Requested Yes ☐ No ☐

Additional Comments: ______________________________

Members of On-Site Review Team:

____

____

____

Question:

10. Discuss major areas of concern by priority. List suggested solutions, giving as many alternatives as possible.

Answer:

(A) State Funds: Local school district Superintendents and other local personnel have expressed a need for more funds to cover the costs of the mandated special education programs. They have reported that the funds allocated by the State do not adequately cover the costs of these programs they are required by law to provide.

Suggestion: Sufficient funds to cover the total program costs need to be authorized and appropriated by the Oklahoma Legislature.

(B) Teachers: It is extremely difficult for districts to staff their special education programs in certain categories. For example, physical and occupational therapists, teachers with standard certificates in emotional disturbance, and speech/language pathologists are in short supply. Also, some "isolated" rural school districts experience extreme difficulty finding and employing teachers with standard special education certificates in almost all areas of special education.

Suggestion: All Teacher Training Institutions and especially those located "out-in-the-state" need to be encouraged and financially supported in their efforts to provide the required special education teachers.

Cooperative Special Education Programs

1. Give the number and location of cooperative programs in the state, including all districts participating.

See Attached pages

FY 1981 EHA- PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Jackson	Altus	Jackson Co.: Eldorado, Altus, Martha, Navajo, Olustee, Southside Harmon Co.: Arnett, Gould, Hollis, Blair, Duke	45,610.00	1 Search/Find Serve 1 Speech Therapist 1 EMH teacher 1 LD teacher		TMR- 5(2-17) EMH-43(3-21) HI - 3(3-17) D/B- 2(6-17) SI -20(3-17) LD -10(6-12) TOTAL - 83
✓ Tulsa	Berryhill	Berryhill, Glenpool, Leonard	41,001.13	1 Coordinator 3 EMH/LD teachers	Occupational Therapy Physical Therapy Transportation Tuition Materials and supplies Equipment	MH - 4(0-21) LD -31(3-21) EMH-12(3-21) TOTLA - 47

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
✓ Coal 81-2-18	Tupelo	Tupelo, Olney, Centrahoma, Cottonwood	10,850.00	1 LD teacher		LD -25(6-14) Total - 25

FY 1981 EHA-B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Wagoner	Wagoner	Wagoner, Coweta, Porter, Carter G. Woodson, Okay	142,162.66	1 Proj. Coor. 1 TMR teacher 1 MH teacher 2 Speech Therapists 1 Secretary Contracted Services 5 teachers in coop schools	Travel Materials Supplies and Equipment	TMR-10(0-21) MH -10(0-21) SI-140(0-21) Total - 160

FY 1981 EHA-B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
✓ Tillman	Grandfield	Davidson, Grandfield, Tipton, Manitou, Weaver	20,470.00	2 Speech Therapists		SI -89(3-17) Total - 89
/ Carvin	Pauls Valley	Elmore City, Lindsay, Maysville Paoli, Pauls Valley, Pernell, Stratford, Walker, Whitebead, Wynnewood, Joy	137,590.00	3 TMR teachers 3 TMR aides 4 LD teachers 1 LD consultant 1 Speech Therapist ½ Director 1 Bus driver	Materials, supplies and equipment	TMR-30(6-16) LD -114(6-18) SI -75(0-18) Total - 219
✓ Bryan	Caddo	Achille, Bennington, Blue, Calera, Yuba, Utica, Bokchito	40,274.08	2 LD teachers 2 ED teachers 2 TMR teachers 1 secretary		TMR-19(6-20) ED -24(9-20) LD -49(11-17) Total - 92
✓ Payne	Glencoe	Jennings, Ralston, Sumner, Glencoe	14,550.00	1 Speech Therapist	Transportation Travel Materials and supplies	SI -50(4-13) Total - 50

FY 1981 EHA-B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
✓ Pittsburg	Hartshorne	Hartshorne, Haileyville, Quinton, Alderson	32,900.00	1 EMH teacher 2 EMH/LD teachers 1 EMH/Speech teacher 1 Aide	Psychological Services Audiological Services Hearing Impaired Services Itinerant and Multihandicapped teaching services	TMR- 5(6-14) EMH-19(6-18) LD -14(6-18) PH - 1(7) All Categories 35(0-18) MH - 3(6-14) SI -34(6-14) TOTAL - 111
✓ Delaware	Grove	Grove, Cleora, Turkey Ford	27,618.75	1 LD/EMH teacher 1 Speech Pathologist	Contracted Psychological Services Evaluation Services Transportation Materials and supplies	SI -37(0-14) LD -10(5-13) EMH-18(4-18) All-28(0-21) TOTAL - 93
✓ Pontotoc	Ada	Ada, Byng, Latta, McLish, Pickett Center, Roff, Vanoss, Stonewall	99,399.66	3 MH teachers 1 TMR teacher 1 ED teacher 1 LD teacher 1 LD/EMH teacher 4 Speech Therapists 1 Psychometrist	Adaptive Aquatics Materials and supplies	MH -25(0-14) TMR- 4(11-19) ED - 3(6-10) LD -25(6-18) EMH/LD-10(6-12) SI-300(0-21) TOTAL - 367

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FY 1981 EHA-B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Hughes	Holdenville	Wetumka, Calvin, Dustin, Moss, Holdenville, Stuart	55,776.96	1 Coordinator 1 LD teacher 1 Speech Therapist 1 TMR Teacher 1 aide	Contracted DHH Class Psychological Services Audiology Speech Therapist Physical Therapist Transportation	LD -13(10-13) TMR- 8(6-13) DHH- 2(10-13) PH - 4(1-10) SI -130(0-21) Total - 157
Latimer	Panola	Wilburton, Panola, Red Oak. Buffalo Valley	42,666.86	2 Speech Therapists 1 MH teacher 1 LD teacher 1 MH/LD teacher	Speech Path. Psychological Services Audiology	SI -150(3-17) MH - 10(0-21) LD - 22(6-17) LD/MH -22(6-17) Total - 204
Blaine	Canton	Canton, Longdale, Okeene, Hitchcock	20,919.04	1 MH teacher 1 Speech Therapist	Transportation Speech Therapy Hearing Eval.	MH - 5(0-18) SI -40(3-18) Total - 45
Kay	Braman	Peckham, Braman, Kildare, Union, Kaw City	15,004.35	TMR aide 1 Speech Therapist	Transportaion Materials & suppiies	SI -48(5-17) TMR- 1(16) Total - 49

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FY 1981 EHA-B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Jefferson	Ringling	Carter Co.: Wilson, Springer, Healdton, Graham, Fox, Berwyn, Zaneis Jefferson Co.: Ringling, Ryan, Terral, Waurika Love Co.: Greenville, Leon, Thackerville, Marietta, Turner	100,683.49	1 Coordinator 2 LD/EMH teachers 2 Speech Therapists 1 EMH/TMR teacher 1 teacher aide 1 office aide 1 Consulting back-up teacher	Psychology Materials, supplies and equipment	EMH/LD 45(3-21) 40(5-21) SI -100(3-18) TMR- 4(3-18) EMH- 3(3-18) TOTAL - 192
Beckham	Elk City	Beckham Co.: Carter, Elk City, Merritt, Sayre, Sweetwater Custer Co.: Arapaho, Butler, Custer, Thomas, Weatherford Greer Co.: Granite, Mangum Roger Mills Co.: Cheyenne, Crawford, Reydon, Hammon Washita Co.: Burns Flat, Canute, Dill City, Sentinel, Cordell, Washita Heights,	163,707.16	1 Coordinator 4 Speech Path. 6 EMH/TMR teachers 2 aides 1 secretary	Physical Therapy Audiology Speech Path.	SI -242(5-18) TMR- 15(6-12) MH - 8(0-5) LD - 8(5-6) PH - 25(All ages) MH - 25(0-21) TOTAL - 323
Kingfisher	Kingfisher	Kingfisher, Cashion, Dover, Okarche, Lomega	37,897.97	1 aide	Contracted Speech Path. Psychologist Physical Therapist Parent Travel	SI -25(3-21) PH - 9(3-21) TOTAL - 34

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FY 1981 EHA-[illegible] PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Rogers	Claremore	Justus, Tiawah, Foyil, Gregory, Claremore	79,740.00	2 SI teachers 1 MH teacher 2 HI teacher 2 TMR teachers 1 LD teacher 1 Psychometrist 3 aides	Testing Speech Therapy Occupational Therapy Psychological Services Screening	SI -60(0-21) MH -10(0-8) HI -20(4-21) TMR-20(5-21) LD -20(13-15) TOTAL - 120
McCurtain	Wright City	Wright City, Valliant	24,119.60	2 LD teachers 1 Speech Therapist 1 Aide	Speech Therapy	LD -50(6-14) SI -16(6-12) Total - 66
Logan	Langston	Crescent, Coyle, Langston, Mulhall-Orlando	24,641.20	1 Speech Teacher 1 Aide 1 Psychologist	Counseling Testing Speech and Language Services	SI -57(3-21) PH - 1(3) TOTAL - 58
Delaware	Colcord	Colcord, Oaks, Kansas, Leach, Moseley, Kenwood	35,830.15	1 MH teacher 1 LD/speech teacher 1 secretary	Contracted Travel Testing Medical Eval. Physical Therapy	LD/SI-20(4-14) MH -15(0-21) TOTAL - 35
Pushmataha	Clayton	Clayton, Tuskahoma, Nashoba, Moyers, Albion	14,200.00	3 LD/EMH teachers		LD/EMH - 75 (5-21) Total - 75

FY 1981 EHA-B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
✓ Oklahoma	Choctaw	Choctaw, Crutcho, Oakdale, Luther	87,680.00	1½ Speech Therapist ½ Coor. 1 MH aide	Physical Therapy Occupational Therapy Tuition	SI -117(4-16) MH - 10(2-13) TOTAL - 127
✓ Mayes	Pryor	Adair, Chouteau-Mazie, Salina, Locust Grove, Pryor, Osage, Spavinaw, Wickliffe	108,574.07	2 MH teachers 1 TMR teacher 1 Coor. 1 Speech Therapist 1 Aide 1 Aide/Sec.	Physical Therapy Occupational Therapy Inservice Psychological Services	MH -18 (6 mo.-7 yrs. TMR- 5(6-21) SI -45(2-21) TOTAL - 68
✓ Haskell	Stigler	Keota, Kinta, McCurtain, Whitefield, Stigler	53,990.43	2 Speech Therapists 2 LD teachers 1 EMH teacher 1 MH teacher	Psychology Audiology Early I.D. Materials Equipment Travel Inservice	SI -150(6-17) LD - 32(6-17) EMH- 8(6-17) MH - 4 (6-17) TOTAL - 194
✓ Washington	Caney Valley	Nowata Co.: Alluwe, Delaware, Lenapah, South Coffeyville, Wann Osage Co.: Academy Central, Bowring, Burbank, Indian Camp, McCord, Osage Hills, Shidler Washington Co.: Caney Valley, Copan	73,630.00	1 Director 2 Speech Pathologists 3 MH teachers 1 aide/sec.	Psychology Medical Evaluations Physical Therapy Transportation	EMH-10(0-21) SI -55(0-21) MH -30(0-21) TOTAL - 90

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100

FY 1981 EH PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Johnston	WAPANUCKA	Fillmore, Mill Creek, Coleman, Connerville, Ravia, Mannsville, Tishomingo, Wapanucka	50,700.00	2 SI teachers 1 Coordinator 1 secretary	Speech Therapy Psychologist	Speech 140 (0-17) MH 8 (0-2) 10 (0-21) TOTAL - 158
Comanche	BISHOP	Comanche Co.: Cache, Bishop, Chattanooga, Fletcher, Geronimo, Indiahoma, Sterling, Faxon, Flower Mound, Medicine Park, Stony Point Cotton Co.: Big Pasture, Temple, Walters	84,319.37	1 MH teacher/ Coordinator 6 Speech Therapists 1 MR teacher 1 LD/EMH teacher 1 aide 1 clerk/typist	Speech Therapy	MH 6 (0-19) Speech 222 (3-21) LD 30 (6-17) TMR 12 (6-17) TOTAL - 270
Blaine	GEARY	Geary, Greenfield	14,679.97	1 Speech Therapist ½ aide	Speech Therapy	Speech 19 (6-12) MH 1 (19) TOTAL - 20

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FY 1981 E PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Osage	PRUE	Avant, Barnsdall, Prue, Wagoner	24,340.00	1 Speech Therapist 1 LD/EMH teacher 1 Coordinator 1 sec./aide	Materials Supplies Transportation Physical Therapy Occupational Therapy Psychological Services Medical Evaluations Audiology	SI 75 (0-21) EMH/LD 25 (0-21) TOTAL - 100
✓ McCurtain	TOM	Forest Grove, Lukfata, Glover, Tom, Denison, Watson, Holly Creek, Eagletown, Smithville	65,601.71	2 Speech Pathologists 3 EMH/LD teachers	Travel	SI 150 (5-12) EMH/LD 75 (5-18) TOTAL - 225
✓ McClain	WAYNE	Wayne, Byars	17,428.40	1 Speech Therapist 2 LD teachers 1 EMH teacher	Speech Therapy	Speech 31 (6-19) LD 32 (6-19) EMH 11 (6-19) TOTAL - 74

FY 1981 EH[illegible] PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
√ Craig	VINITA	Vinita, Welch, White Oak, Ideal Bluejacket, Big Cabin, Ketchum	81,066.28	1 Coordinator 1 LD teacher 2 MH teachers 1 Psychologist 1 secretary	Psychology Audiology Medical Physical Therapy Transportation	LD/EMH 20 (6-18) LD 33 (6-18) MH 22 (0-21) TOTAL - 75
√ Adair	STILWELL	Bell, Skelly, Christie, Zion, Dahlonegah, Peavine, Greasy, Maryetta, Rocky Mountain, Stilwell, Watts, Cave Springs, Westville	129,735.48	2 LD teachers 1 Project Coor. 2 EMH/MR teachers 1 Psychometrist/ psychologist 1 secretary 1 Partially Sighted teacher 1 Speech Therapist 5 LD teachers 2 LD/EMH teachers 1 EMH teahcer	Physical Therapy Speech Therapy Audiology Psychological Services Opthalmology Transportation	LD 248 (6-18) EMH 50 (6-18) Speech 180 (3-19) Visual Services 3 (0-21) Deaf 50 (4-18) MH 10 (2-6) TOTAL - 541

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Sequoyah	SALLISAW	Belfonte, Brushy, Central, Cans, Gore, Gum Springs, Liberty, Marble City, Moffett, Muldrow Sallisaw	147,929.31	1 Coor./ Psychometrist 1 EMH teacher 1 secretary 2 aides	Contracted Services 1 EMH/LD 1 MH 1 D/HH 5 LD 1 TMR 1 ED 2 EMH Speech Path. Consultant & Medical evaluations 2 bus drivers Pupil Transportation Travel Materials and supplies	EMH 10 (5-13) 25 (0-2) 25 (0-21) TMR 7 (0-21) MH 10 (0-21) LD 125 (0-21) ED 7 (0-21) Deaf 9 (0-21) TOTAL - 318

FY 1981 [illegible]-B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Cleveland	NORMAN	Cleveland Co.: Lexington, Noble, Norman McClain Co.: Dibble, Purcell, Washington	203,755.71	5½ LD teachers 2½ EMH teachers 2 MH teachers 1 TMR teacher 1 Physical Therapist ½ Adaptive PE 5 Speech Pathologists Administrator 7 aides 1 secretary	Psychologist Van Travel Transfers	LD 115 (3-17) EMH 33 (6-21) MH 16 (3-21) 3 (0-15) TMR 8 (6-21) OI 23 (0-18) SI 236 (3-17) Deaf 1 (8) ALL 25 (0-21) TOTAL - 460
Garfield	COVINGTON-DOUGLAS	Garfield Co.: Covington-Douglas, Garber, Kremlin-Hillsdale, Lahoma, Waukomis, Pioneer, Drummond, North Enid Grant Co.: Pond Creek-Hunter	79,910.00	1 TMR teacher 8 LD teachers 2½ Speech Therapists 1 Teacher of blind 2 aides	1 Physical Therapist Blind 1 (6) OI 1 (8)	TMR 9 (8-14) LD 185 (6-17) SI 147 (6-15) TOTAL - 34[illegible]

FY 1981 [illegible]B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Woods	ALVA	Alfalfa Co.: Burlington, Jet-Nash, Cherokee, Helena-Goltry Dewey Co.: Camargo, Leedey, Seiling, Taloga, Vici Ellis Co.: Arnett, Fargo, Gage Shattuck Grant Co.: Deer Creek-Lamont, Medford, Wakita Harper Co.: Buffalo, Laverne Major Co.: Aline-Cleo, Ames, Fairview, Progressive, Ringwood	207,737.15	2 Speech Pathologists 1 Vision, Hearing, and Screening Coordinator 3 Preschool Screening Coordinators 1 Occupational Therapist 1 Social Worker 1 LPN 1 Child I.D. Coordinator 1 Occupational Therapy aide	Medical and Psychological Evaluations Materials and Equipment	SI 60 (0-5) MH/PH 75 (0-5) Projections for Screening 4475 (3-21) TOTAL - 4,610
Payne	CUSHING	Creek Co.: Bristow, Depew, Drumright, Keelyville, Kiefer, Mannford, Mounds, Oilton, Olive Allen Bowden, Gypsy, Lone Star, Milfay, Pretty Water, Shamrock Okfuskee Co.: Boley, Graham, Mason, Bearden, Okemah, Paden, Weleetka Payne Co.: Cushing, Yale, Ripley, Oak Grove Lincoln Co.: Agra, Carney, Chandler, Meeker, Prague, Stroud, Wellston, Sparks, White Rock	283,756.73	10 MH teachers 1 Deaf teacher 2 Speech Therapists 1 secretary 1 Coordinator/ Psychometrist	Transportation Audiology Speech Therapy Psychological services	MH 190 (0-19) DEAF 6 (4-17) Speech 132 (4-17) PH 5 (4-18) Psychological Services 8 (0-4) TOTAL - 341

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Ottawa	MIAMI	Afton, Commerce, Fairland, Miami, Picher, Quapaw, Wyandott	112,365.31	2 MH teachers 1 Speech Therapist 1 DHH teacher 1 EMH teacher 1 ED teacher 1 LD teacher 1 Physical Therapist 1 Psychologist 1 Supervisor 1 aide	Lease purchase of vans Materials and Equipment	MH/TMR 20 (0-21) SI 35 (0-4) DHH 12 (0-2) EMH 25 (5-18) ED 25 (4-21) LD 20 (4-13) PH 20 (0-21) TOTAL - 157
Pottawatomie	TECUMSEH	Tecumseh, Maud, Macomb, Asher, Wanette, Earlsboro, South Rock Creek	73,121.04	3 Speech Therapists 2 MH teachers	Operational Expenses Maintenance and rental of coop. Materials and supplies	SI 162 (3-17) MH 6 (3-17) TOTAL - 168

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FY 1981 EHA-[illegible]ROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
✓ Stephens	MARLOW	Central, Bray, Comanche, Empire, Velma-Alma, Marlow, Grandview	65,330.00	1 MH teacher 3 Speech Therapists 1 Psychologist 1 Search/Find 1 aide	Contracted Audiologist	MH 10 (0-10) SI 225 (0-12) HI 18 (5-18) TOTAL - 253
✓ Choctaw	FT. TOWSON	Ft. Towson, Swink	22,035.00	1 LD teacher 1 LD/EMH teacher	Transportation Materials & Equipment	LD 45 (6-20) EMH 5 (6-17) TMR 1 (6-17) 1 (18-21) TOTAL - 52
✓ Pittsburg	INDIANOLA	Indianola, Krebs, Tannehill, Canadian, Crowder	37,560.00	2 EMH/LD teachers 2 Speech Pathologists	Speech Therapy Audiology	EMH 25 (5-18) LD 25 (5-18) Speech Therapy 120 (5-18) TOTAL - 170

FY 1981 EH[illegible] PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Kiowa	HOBART	Hobart, Lone Wolf, Gotebo, Mountain Park, Mountian View, Snyder, Roosevelt	32,889.82	1 Traveling EMH and LD 1 LD 1 EMH 1 EMH & LD 1 Speech Therapist 1 Physical Therapist 1 Psychologist	n/a	LD/EMH 28 (0-21) LD 24 (11-17) EMH 11 (11-17) SI 26 (0-21) MH/PH 6 (0-17) ED 6 (0-17) TOTAL - 101
Muskogee	WARNER	Boynton, Braggs, DuBois, Haskell, Hilldale, Oktaha, Porum, Moton, Wainwright, Warner, Webbers Falls	83,546.57	1 Coordinator 1 Psychometrist 1 secretary 5½ EMH teachers 5½ LD teachers	Travel Materials Equipment	EMH 59 (6-18) LD 84 (6-18) TOTAL - 143

FY 1981 EHA [illegible]ROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
LeFlore	POTEAU	Arkoma, Bokoshe, Cameron, Fanshawe, Heavener, Hodgen, Howe, LeFlore, Monroe, Panama, Pocola, Poteau, Shady Point, Spiro, Talihina, Wister, Whitesboro	179,051.93	1 Coordinator 2 Psychometrists 2 LD/EMH teachers 3 MH teachers 1 DHH teacher 1 Speech Pathologist 4 aides 1 secretary 1 bus driver	Occupational Therapy Physical Therapy Transportation Speech Therapy Early I.D.	DHH 15 (3-15) MH 15 (0-5) 4 (6-17) TMR 4 (6-17) LD 40 (6-18) EMH 40 (6-18) PH 20 (0-21) SI 75 (0-21) TOTAL - 209
Grady	AMBER-POCASSET	Alex, Amber-Pocasset, Bradley, Bridge Creek, Friend, Minco, Middleburg, Ninnekah, Pioneer, Rush Springs, Tuttle, Verden	101,530.00	1 MH teacher 1 Speech Therapist 1 Aide	Physical Therapy Psychological Services Audiological Services Transportation Tuition Materials Travel	MH 10 (3-12) SI 62 (2-13) TOTAL - 72

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FY 1981 EHA PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Seminole	NEW LIMA	Seminole, Wewoka, Bowlegs, Konawa, Pleasant Grove, New Lima, Varnum, Sasakwa, Butner, Vamoosa, Justice, Nobletown	137,992.25	1 S/P, MH teacher 1 MH teacher 2 TMR teachers 4 EMH teachers 7 LD teachers 5 EMH/LD teachers 3 Speech Pathologists	Early I.D. Speech Therapy	MH 7 (0-21) TMR 10 (5-12) 8 (13-21) EMH 27 (6-15) 45 (6-18) 20 (5-10) LD 70 (6-12) 82 (13-19) 35 (6-18) SI 150 (5-21) 60 (5-11) TOTAL - 694
Okmulgee 181	BEGGS	Beggs, Dewar, Henryetta, Wilson, Preston, Schulter, Twin Hills, Nuyaka McIntosh County: Ryal, Liberty-Morris	56,083.92	1 Speech Therapist 1 LD teacher 1 Coordinator	Psychological Pupil Transportation Materials & supplies Equipment Transfer Fees	SI 33 (3-18) LD 25 (11-13) TMR 5 (0-21) TOTAL [illegible]3

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FY 1981 EHA PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
✓ Pittsburg	SAVANNA	Savanna, Frink, Haywood	25,077.55	3 LD/EMH teachers 1 SF/MH teacher 2 DHH teachers 1 Interpreter 1 Secretary 1 Aide 1 Psychologist 1 Audiologist	Early I.D. Psychological Services Audiology Materials, Equipment	EMH 10 (6-17) 4 (6--12) LD 15 (6-17) 6 (6-12) DHH 8 (6-17) TOTAL - 43
✓ McIntosh	EUFAULA	Eufaula, Hanna, Stidham	22,770.00	1 Speech Pathologist 1 EMH Teacher 1 Aide	Psychological Audiological Hearing Teacher Itinerant 2 aides Materials and supplies Equipment	EMH 15 (K-12) SPEECH 75 (K-12) TOTAL - 90
✓ Pittsburg	KIOWA	Kiowa, Pittsburg	12,580.00	1 LD teacher 1 Aide	Audiological Psychological Search & Find HH Program	LD 25 (6-17) HH 1 (6-17) TOTAL - 26

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FY 1981 [illegible] B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Choctaw	Grant	Grant, Goodland	$13,210.00	1 LD/EMH	Materials & Supplies	LD/EMH -35(5-1 Total - 35

FY 1981 EHA-B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Canadian	Calumet	Union City, Riverside, Banner, Darlington	$ 17,862.45	6 LD teachers 1 Teachers Aide		LD - 93(5-12) TOTAL -93
Texas	Guymon	Texas Co: Goodwell, Hooker, Texhoma, Optima, Tyrone, Adams, Hardesy, Straight, Yarbrough Beaver Co: Beaver, Forgan, Gate, Garrett Cimarron: Keys, Boise City, Plainview, Felt	121,463.	3 Speech Therapists 1 Audiologist 1 Physical Therapist 1 Aide 1 Secretary	Speech Therapy Audiology Physical Therapy	SI -175(1-21) Audiology - 14 (1-21) Physical Therapy 12 (1-21) TOTAL - 201

FY 1981 EHA-B PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Tulsa	Keystone	Keystone, Alderson	11,170.00	1 EMH/LD teacher 1 Driver 1 Child Find person		EMH- 4(6-18) LD -12(6-18) MH - 1 (5) Total - 17

FY 1981 EHA-[illegible] PROJECTS

COUNTY	LEA	DISTRICTS IN COOPERATIVE	AMOUNT	PERSONNEL	RELATED SERVICES	NUMBERS OF CHILDREN BY AGE AND CATEGORY
Cherokee	Lost City	Briggs, Grandview, Hulbert, Keys, Lost City, Lowery, Norwood, Peggs, Shady Grove, Tenkiller, Woodall	63,240.00	2 LD teachers 2 EMH teachers 5 LD/EMH teachers 2 Speech Therapists	Speech	LD -102(5-13) EMH- 48(5-13) MH - 3(7-9) TMR- 4(10-13) Preschool Hand. 3(0-4) Total - 160
Caddo	Anadarko	Cyril, Gracemont, Lookeba-Sickles, Apache, Binger, Oney, Hydro, Fort Cobb, Cement, Boone, Anadarko, Broxton, Carnegie, Alfalfa.	118,130.00	1 MH teacher 2 ED teachers 1 Deaf Educ. teacher 3 aides	Psychology Physical Therapy Tuition Material and supplies Equipment Speech Therapy	MH -14(5 months to 9 years) LD -28(16-21) HI -22(3-21) SI -10(11 month to 10 years) TOTAL - 74
Cleveland	Schwartz	Schwartz, Robin Hill	14,380.00	1 Speech Therapist 2 LD teachers		SI -50(6-15) LD -50(6-15) Total - 100
Atoka	Caney	Caney, Bentley, Lane, Harmony, Farris, Stringtown	17,055.98	1 EMH teacher 1 LD teacher	Transportation Materials and supplies Equipment	EMH-25(0-18) LD -25(5-18) TMR- 1(18) Total - 51

12-22-81

Question:

2. What are the reasons for the locations chosen? How are the cooperatives organized? Are school districts given a choice as to participation?

Answer:

(A) What are the reasons for the locations chosen?

The State Department of Education does not choose the locations of the cooperatives. Each school district has the right to form a co-op with any other school district (one or several) to work together to serve the needs of the students in their area. Federal regulations require a school district to generate at least $7,500.00 to apply as a single district to collect EHA-B Flow-Through monies for their district. When a school district does not generate this amount, then it is their option to contact a school close to their area; one with similiar needs and collectively pool their monies together to serve the students. One school in the group of schools working together will serve as the LEA (Local Education Agency) and the SEA (State Education Agency) will work with that school in funding, reporting, etc.

(B) How are the cooperatives organized?

The State Department of Education sends to each School Superintendent, County Superintendent, Regional Education Service Center Coordinator and Special Education Director, a compiled count of students served in Oklahoma, by school district, and amount of funding generated. The schools that are large enough (generate at least $7,500.00 singly) may file an application as a single district. All other schools may co-op together to generate at least $7,500.00 and file one (1) application representing all schools in that co-op. Usually the superintendent of one of the schools will call or contact the superintendent of a school close in vicinity to his/her school to share a program (e.g., speech therapist - ½ day in one school, ½ day in the other school).

If a school superintendent does not know another district or has a special need, he may contact the SDE to work with him in location of a co-op for him to join, but the primary responsibility for forming the co-ops is left with the individual school districts.

(C) Are school districts given a choice as to participation?

Yes, each school district that is participating in a co-op must submit a district plan, and an excess cost form from their school. An excess cost form submitted must prove the local school is maintaining local effort, (expending as much on Special Education Students as Regular Classroom Students). These two forms accompanying the application must be signed by the superintendent of each school district participating in the co-op, and cannot be accomplished without the cooperation of the schools involved.

12-22-81

Question:

3. How are cooperatives administered? What, if any, are problems encountered through administration?

Answer:

Cooperatives are established by schools uniting efforts to serve handicapped students. Usually the "coop" effort is a way small schools who have generated enough funds through child count can unite to serve students. The most common programs found in a coop are Speech/Language & Hearing, Deaf and Hard-of-Hearing, Multihandicapped, and then some schools who have small numbers in other programs - LD, EMH, etc.

The designation of the administration of the coop is an agreement between the schools who form the coop. One school serves as the LEA and all paperwork, finances and management of programming students is the concern of the administrator of the coop. A director may be hired or a school administrator may assume the responsibilities of administering the coop, depending on variances of the coop, i.e., number of schools involved, types of programs offered.

There are aspects of the program that can create problems with administering a coop. A coop can be too large, involving too many schools, thus the geographical area for transporting students to a class can be a concern. In some instances there has not been enough meetings between schools forming the coop so that all school personnel are aware of services provided through the coop. One major concern is a coop which has been in existence for one or two years and perhaps one school pulls out to offer services within their school - this can cause the coop to suffer a cut in financing and loss of students.

Question:

4. List ways in which needs of various handicapped students are met through cooperative programs.

Answer:

Needs of handicapped students are met through schools establishing cooperative programs to serve the needs of the students. Funds are generated through child count; and with two or more schools pooling funds, services can be provided more economically. Also, with enrollment from two or more schools in a co-op, classes such as the multihandicapped can provide excellent services. Monies can be used to contract services such as in-depth diagnostics, audiological services, physical therapy, transportation for students to classes and can pay for equipment which would be unique for a handicapped student. Buses can be equipped with lifts and also monitors or aides paid to help with physically handicapped students riding buses. A co-op provides services that a small school with a limited enrollment would have difficulty in providing.

12-22-81

5. What percentage of students in the area for each cooperative are having their needs met through the cooperative program?

LEA for Co-Op	Students served from EHA-B Flow Through Funds	Child Count of Students Served in School Districts	%
Ada	367	563	65%
Altus	83	271	31%
Alva	135	1139	12%
Amber-Pocasset	72	598	12%
Anadarko	74	674	11%
Beggs	63	753	8%
Berryhill	47	220	21%
Bishop	270	506	53%
Braman	49	74	66%
Caddo	92	173	53%
Calumet	61	61	100%
Caney	51	71	72%
Caney Valley	90	434	21%
Canton	45	140	32%
Choctaw	127	521	24%
Claremore	120	530	23%
Clayton	35	72	49%
Colcord	35	193	18%
Covington-Douglas	343	469	73%
Cushing	341	1596	21%
Elk City	323	945	34%
Eufaula	90	134	67%
Fort Towson	52	109	48%
Geary	20	86	23%
Glencoe	50	86	58%
Grandfield	89	122	73%
Grant	35	78	45%
Grove	93	162	57%
Guymon	201	309	65%
Hartshorne	111	194	57%
Hobart	101	143	71%
Holdenville	157	299	53%
Kingfisher	34	223	15%
Keystone	17	55	31%
Kiowa	26	111	23%
Langston	58	131	44%

12-22-81

Page 2 of Question 5

LEA for Co-Op	Students served from EHA-B Flow Through Funds	Child Count of Students Served in School District	%
Lost City	160	368	43%
Marlow	253	387	65%
Miami	157	625	25%
New Lima	694	739	94%
Norman	460	586	78%
Panalo	204	251	81%
Pauls Valley	219	768	29%
Poteau	209	1036	20%
Prue	100	147	68%
Pryor	68	362	19%
Ringling	192	539	36%
Sallisaw	318	818	39%
Savanna	43	145	30%
Schwartz	85	85	100%
Stigler	194	303	64%
Stilwell	541	633	85%
Tecumseh	168	434	39%
Tom	225	393	57%
Tupelo	25	64	39%
Vinita	75	436	17%
Wagoner	160	787	20%
Wapanucka	158	301	52%
Warner	143	440	33%
Wayne	74	100	74%
Wright City	66	139	47%
Indianola	170	221	77%
TOTAL	9,118	23,352	39%

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12-22-81

Question:

6. Explain transportation areas.

Answer:

Transportation areas are determined by (1) incidence of handicapped children, especially in low incidence (severe) categories; (2) location of available program; (3) bus modification; (4) route load, and; (5) availability.

Question:

7. (A) Discuss ways in which transportation needs are met. (B) To what extent do costs exceed expenditures? How are the costs met?

Answer:

(A) Ways in which transportation needs are met.

(1) Co-op programs use EHA-B funds when available.
(2) Out-of-District transfer fees are paid through special services. ($98,107.23 was paid 1st semester; $92,989.81 paid 2nd semester pro-rated at 28%).
(3) Low incidence handicapped children who have "bunching or grouping services" that are appropriate are usually bused on smaller buses.
(4) Cost variables are individual depending on severity--distance and program delivery location.
(5) In-district transportation applied for but not paid second semester totaled $174,467.71. First semester claims totaled $200,062.85 pro-rated payment at 53%.
(6) When co-ops do not have travel funds through EHA-B funds charges are directed back to local resident school.

(B) Costs exceed expenditures: According to our reimbursement data through special services as indicated above:

100% - 53% = 47% paid 1st semester
100% - 28% = 72% paid 2nd semester; In-district 100% district cost.

12-22-81

Question:

8. Give various sources of funding and adequacy of funding for cooperatives. Give estimates for FY 1983.

Answer:

The Special Education Section compiled figures for money spent (including carry-over funds) during the 1980-81 school year for services to handicapped children in Oklahoma. These figures reflect that 10% of services are paid with federal funds (including EHA-B, Preschool Incentive, 89-313, and Deaf/Blind), 16% with state funds and 74% with local funds.

Please see attached report.

FY 83 funding appears to be stable. This year Oklahoma school districts received $178.47 per identified handicapped child. Projection for FY 83 appears to be the same.

PROJECTS APPROVED BY THE STATE BOARD

Funding Source	No. of Projects	FY 81	FY 80 c/o
FLOW-THROUGH			
Single Districts	108	5,596,640.00	403,185.73
Cooperatives	62	3,847,200.00	429,958.08
	170	9,443,840.00	833,143.81
DISCRETIONARY			
Single Districts	61	1,273,232.00	59,400.00**
Cooperatives	21	414,457.00	-0-
	82	1,687,689.00	59,400.00** **This figure includes funds reserved for ECHO, ARTS and the Child Count Project (Alva).
INSERVICE	20	295,989.50	128,645.00 An additional $700.00 was awarded to each of the 20 centers.

Question:

9. Discuss the number and workload of staff. How does each cooperative employ and administer staff? Give class arrangements and size levels.

Answer:

The number and workload of staff is consistent with existing programs in a single district. The cooperative LEA is responsible for employing and providing administrative assistance to the staff of the cooperative.

Classes may be initiated in a school at the discretion of the cooperative administrator and agreement between cooperative participants. Concerns such as space, districts which have largest numbers of handicapping condition, transportation costs and available certified teachers are considered when establishing classes. Itinerant teaching is a type of management for speech/language and hearing programs; also other classes. Some cooperative employ personnel with appropriate certification as back-up staff to manage the childs placement, work with the teacher and sit on a team to comply with P.L. 94-142 regulations where the child is mainstreamed in a regular class.

The class sizes conform with regulations established for all special education classes; however, it is sometimes found that a modified program is necessary to maintain appropriate placement for students.

Question:

10. Are there needs of handicapped children in the cooperative area unmet? Give various alternatives for meeting these needs.

Answer:

Yes.

The total number of schools participating in coops is less. The total number of coops is the same. Thus, single school districts are discontinuing their participation and/or LEAs are no longer willing to be responsible for small, remote schools. Each year there is an increase in the number of single districts applying for federal flow-through monies.

Single district effort to provide services to handicappped children is further complicated by the change in the system of special education funding (Flat grants to Formula). Due to the Hold Harmless option of 81-82 school funding, no school will receive less money than received in 80-81. Coop LEAs received flat grant monies for programs that provided services to coop children. Designated coop LEAs will continue to receive the same total amount of flat grant monies that served the entire coop in 80-81. Single districts withdrawing from coops have no avenue to regain, in entirety or at appropriate per centage of flat grant monies. Ex-coop members no longer have access to programs, flat grant monies, or related services for children previously available.

Often, due to remote, rural locations, districts are unable to hire certified specialists to provide or continue services. Schools are most obviously in need of speech and physical therapists. Frequently districts have a need for related services such as audiological, psychological evaluations including projectives, on-going intensive psycotherapy or counseling for students and/or their families, etc. Often there is insufficient funding or no access to certified personnel to deliver these related services. Provision of services is essential in the local community. It is essential to ensure the child the opportunity to achieve their maximum potential. Ultimately, provision of services in the local community may lead to a lessened need for institutionalization of handicapped students.

Alternatives for Meeting Needs:

1. Greater funding earmarked for special education needs specific to the needs of children residing in the districts.

2. The provision of certified personnel capable of providing services to all incidences of handicapping conditions, perhaps on a regional basis.

3. Personnel designated to seek, ensure the provision of and follow the delivery of services between service-providing agencies and the handicapped child so that the child's educational performance is kept at the level of maximum potential. This would greater utilize the resources of other service-providing agencies of the state of Oklahoma.

INTERAGENCY COOPERATION

12-22-81

Question:

1. List state, local and private agencies with which the State Department of Education, Regional Education Service Center, or local education agencies work with to meet the needs of special education students.

Answer:

State:

Vocational Technical Education - Special programs in schools, Vo-Techs and prisons.

Mental Health Department - Phil Smalley Programs, Community Centers, and Diagnostic follow-ups.

Department of Economic & Community Affairs - Headstart Programs, Varied Community Action Programs and Youth Programs.

State Department of Health - Developmental Assessment and Well Baby Clinic. Funds very limited; services vary by region.

Guidance Centers - Contract Speech and Psychological services.

Department of Human Services - Court related community services; adjudicated follow-up; diagnostic evaluations; Foster care, Institutions, Day care, Children's clinics and services.

Department of Corrections - Handicapped receive individualized incarceration plan which includes individualized education programs.

Bureau of Indian Affairs - Headstart and itinerant services for handicapped students are provided through schools or center arrangement.

Local Education: Search, Find, Serve. LEAs must know the status of handicapped children public or privately served in the district ages 0-21. They provide "on-going" child identification with documentation and serve children according to state and federal statute.

12-22-81

Question:

2. On what basis are contracts (if any) decided? Describe the administration.

Answer:

Local Education Agencies may contract for services from licensed and/or certified personnel. These include United Way, Crippled Children, Guidance Centers, private providers, social workers, physical therapists, cerebral palsied, Retarded Centers, respite care, recreational therapy, and group home or day service programs provided through organization arrangement.

The local education agency has the basic responsibility along with local board and all co-signers on the IEP for the appropriateness of the contracted service. The State Department of Education has monitoring responsibilities but surveillance only insures compliance but not commitment and on-going quality delivery. This is basically a local responsibility. Administration is basically local.

12-22-81

Question:

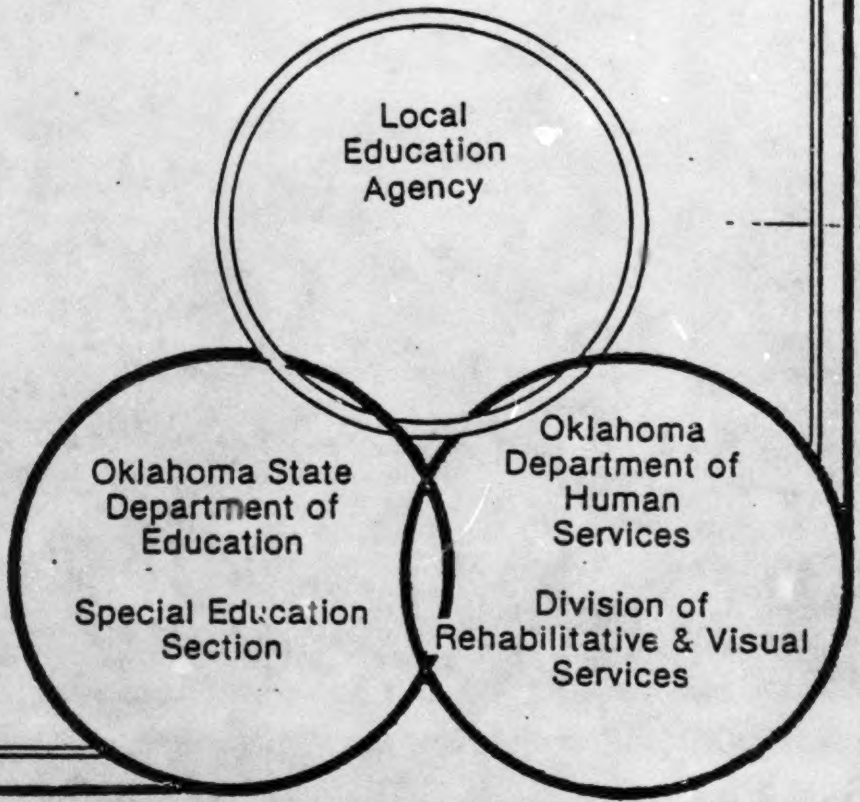
3. Discuss funding sources to the best of your ability, including interagency agreements and arrangements.

Answer:

Please see attached interagency agreements and reference materials.

Agreements have been sought at state levels and have been obtained with Vocational Rehabilitation and Vocational Technical Education, as well as Headstart. The fine points of these agreements have to be negotiated at local level on an individual basis. Letters of understanding have been obtained from all agencies. There is a tremendous need for local interagency coordination with the needs of all service providers identified, funding sources identified and management of personnel, facilities and funds coordinated locally to provide educational and related services which include health and human service areas. (Most people are willing to cooperate but lack authority to change or arrange staff, facility, and other linkage needs.)

Agreement for the Cooperative School/Rehabilitation Work-Study Program


Local Education Agency
Oklahoma State Department of Education
Special Education Section
Oklahoma Department of Human Services
Division of Rehabilitative & Visual Services

OKLAHOMA

COOPERATIVE AGREEMENT

BETWEEN THE

SPECIAL EDUCATION SECTION
OF THE
STATE DEPARTMENT OF EDUCATION

AND THE

DIVISION OF REHABILITATIVE AND VISUAL SERVICES
OF THE
STATE DEPARTMENT OF HUMAN SERVICES

AND THE

LOCAL EDUCATION AGENCY

FOR THE

HIGH SCHOOL
COOPERATIVE SCHOOL/REHABILITATION
WORK-STUDY
PROGRAM

Revised 1980

Department of Education
Oliver Hodge Memorial Education Building
2500 N. Lincoln
Oklahoma City, Oklahoma 73105

Special Education Section
Phone: 521-3351

Department of Human Services
P. O. Box 25352
Oklahoma City, Oklahoma 73125

Rehabilitative Services - RS #24
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AGREEMENT
FOR THE
COOPERATIVE SCHOOL/REHABILITATION
WORK-STUDY PROGRAM

I. PURPOSE

The purpose of this agreement is to facilitate effective cooperative working relationships among the Special Education Section of the State Department of Education (hereinafter referred to as Special Education), the Division of Rehabilitative and Visual Services of the State Department of Human Services (hereinafter referred to as the Division) and the Local Education Agency (hereinafter referred to as the LEA) as they establish and operate the Cooperative School/Rehabilitation Work-Study Program at the secondary level.

The overall Cooperative Program endeavor is a comprehensive and coordinated effort to identify and serve all physically, mentally and emotionally handicapped youth enrolled in the local high school. The agreement will enhance the two State agencies working together in a team effort with joint responsibility for contacting and working with the LEA in exploring and determining the need for a Cooperative Program and the eventual placing of a functional program into operation.

The major part of the cooperative effort is the establishment of the Work-Study phase of the program whereby identified special education students in the local school are allowed to receive academic credit for part-time vocational training, on-the-job training, and/or work experience. Surveys and studies show that many students of employable age in Oklahoma school districts are in need of special education and vocational rehabilitation services because of their handicaps. Since no agency has all of the necessary resources to meet the needs of these handicapped youth, this plan has been developed to bridge the gap between school and employment by providing a cooperative plan of coordinated services to handicapped youth within a school setting.

Another very vital part of the Cooperative Program effort is the identification of and the services for students who are not in the Work-Study phase of the program but who are also handicapped students enrolled in the local high school. The Cooperative Program is an excellent vehicle for orienting the LEA, the teaching personnel, the student body and the total community of the services available through vocational rehabilitation for these "Co-op Other" students as well as the "Work-Study" students. Thus, the Cooperative Program strengthens the rehabilitation effort of each agency in identifying and in serving the needs of all handicapped students.

II. LEGAL AUTHORITY

This agreement is entered into by authority given to the respective parties under the Rehabilitation Act of 1973 (P.L. 93-112) and Amendments; the Education for All Handicapped Children Act of 1975 (P.L. 94-142); and the Vocational Education Amendments (P.L. 94-482). Services which are currently, traditionally and legally the function of education will be provided under the administration and supervision of the LEA in cooperation with Special Education. Services which are currently, traditionally and legally the function of vocational rehabilitation will be provided under the direction and supervision of the Division. Further, without restricting the eligibility of any handicapped person, all parties are encouraged to give priority to identifying severely handicapped persons requiring services and to assure the prompt and effective delivery of services to all those who qualify for them.

In a program of this type and scope, there are certain services to the handicapped youth that are legally the responsibility of both Special Education and the Division. The very nature of the problem and the common objective make this so. This program provides for continuous and uninterrupted service through "common areas" without duplication or encroachment of one department on the legal responsibilities of the other. It means an enrichment of the separate programs of each State Agency involved, and it saves substantial sums of public money.

Expected results include more appropriate placement, education and training of handicapped youth. It is also anticipated that stronger linkages between and among these agencies will be developed as the need arises for additional supportive services in order to 1) assure that handicapped persons eligible for services under these laws receive all appropriate services for which they are eligible; 2) assure that all agencies administering these laws understand that eligibility under one law should not, in and of itself, result in a denial of complementary service under another of the laws; 3) assure conformity with the Civil Rights Act of 1964; and 4) assure that the agencies involved are fully committed in coordinated services delivery for handicapped persons.

III. GOALS AND OBJECTIVES

Education and vocational rehabilitation recognize that they have certain common responsibilities and goals as providers of human services for handicapped persons. Education agencies are concerned with the overall life adjustment of handicapped young persons within their communities, including their ability to become employed. Vocational rehabilitation is concerned with enabling handicapped individuals, particularly the severely disabled, to prepare for and engage in employment. These concerns and goals are clearly compatible and every effort should be made to coordinate available services.

The major goal of the Cooperative Program is to help each individual realize full potentiality in order to function completely as a contributing member of society, as well as to understand, accept, and compensate for limitations. It is the belief of Special Education, the Division and the LEA that education should be acceptable and accessible to all youth in the least restrictive environment, should satisfy individual needs, and should be flexible in its functions. If this has been satisfactorily achieved, the combined efforts of the three cooperating agencies will have greater success in the accomplishment of objectives for 1) improved basic skills to the handicapped person with opportunities to develop these skills to maximum ability and to render them workable in a practical way; 2) increased awareness by the handicapped person of the functional aspects of family and community life as well as the ability to view oneself as an adequate person in a social and vocational setting; 3) increased productive capacity of the participant and increased ability to contribute to the economy of the State through earnings and taxes; 4) increased number of employed disabled persons and increased labor force of the State; and 5) increased "holding power" by the LEA resulting in fewer dropouts among the handicapped students.

In addition to the above stated objectives, the Division will establish other measurable objectives for each fiscal year. These objectives will be determined by administrative personnel and the individual rehabilitation counselor assigned to the program. Objectives will be based on program goals and client evaluations. Following receipt of the Certification Letter (Example #1) from the LEA, a copy of the stated objectives will be submitted to the Program Development Unit of the Division.

IV. ADMINISTRATIVE RELATIONSHIPS AND MUTUAL ACTIVITIES

A. Designation of Liaison Persons

A representative from both Special Education and the Division will be assigned to serve as liaison persons and will be responsible for the following:

1. To visit each local school which has requested the establishment of a Cooperative Program.
2. To evaluate procedures and working relationships in the establishing of a Gooperative Program.
3. To suggest controls and procedures designed to further cooperative relationships.
4. To explore and report areas and resources for further cooperative effort.
5. To follow-up on needs and recommendations noted in the annual evaluations.

B. Joint Staff Training and Conferences

Mutual understanding by all personnel of each of the cooperative agencies of the facilities, resources, programs and services available is necessary in order to meet the needs of the disabled and vocationally handicapped student. Joint staff training and conferences should be mutually arranged for this purpose.

Depending upon the availability of funds, the following activities will continue as an extended part of the cooperative effort:

1. Summer Program: Teacher Coordinators approved by their school administration and by the Division staff will be employed by the Division as consultants to provide vocational rehabilitation services to eligible handicapped individuals as directed by the Division.

   The employment of the consultant is contingent upon satisfactory completion of field assignment for the previous school year, the number of students to be served during the summer, the anticipated employment of the consultant for the following school year by the LEA, and the school administration's written approval.

2. Summer Workshop: The Summer Workshop is a vital and integral part of the Summer Program. It will provide for 1) exchanging of information concerning functions and responsibilities of each agency, 2) providing tools and techniques in extending rehabilitation services to handicapped individuals and 3) assuring mutual understanding and cooperation of the written agreement and of the procedures developed under it by each participating agency.

C. Staffings

A team will be organized in each local setting and will be composed of the assigned rehabilitation counselor, the teacher coordinator(s), a representative of the LEA Administration (Principal, School Counselor, Special Programs Coordinator, etc.), and any other person who has significant knowledge of the student-client enrolled in the work-study phase of the cooperative program. The team will meet at least once each semester and this meeting shall be designated as staffing. These staffings will be for the purpose of evaluating the work-study students' academic, social and vocational progress. These staffings may include the student as well as the student's parents and may be used for the annual review of the IEP and the IWRP. Documentation of these staffings should be made in the student's rehabilitation file.

D. Identification of Handicapped Students

It is the mutual responsibility of the LEA and the Division to coordinate efforts in the identification of handicapped students enrolled in the local high school. All identified special education students will be referred to the rehabilitation counselor for determination of eligibility for services prior to placement of the student into the work-study phase of the special education program. For those students identified who are not enrolled in the work-study program, but who have handicaps and may be expected to need rehabilitation services as a "Co-op Other" student, referral to the rehabilitation counselor should occur at least by the end of the terminal year (graduation or termination for other reasons).

E. Confidentiality

Since each of the cooperating agencies has regulations pertaining to confidentiality of information and these regulations sometimes conflict, each agency must be guided in the area of confidentiality by its own regulations. Care should be taken that "co-mingling" of information, particularly restricted information such as psychological, medical and information from third parties, does not take place. The cooperating agencies should, however, allow each other access to as much information as permissible under the applicable regulations.

Any confidential information released from one of the cooperating agencies to the other should be limited to purposes directly connected with the administration of the Cooperative School/Rehabilitation Work-Study Program and should not be released either directly or indirectly for any other purpose. A signed release must be obtained before information is released.

V. ACTIVITIES OF PROGRAM RESPONSIBILITY

A. The LEA will have the following responsibilities:

1. Make application for the Cooperative School/Rehabilitation Work-Study Program. Any school district may apply for a Cooperative Program. Application to the Administrator of Special Education and contact with the Division is necessary prior to setting up the program.

2. Establish the Work-Study Phase of the Cooperative Program. The unit of study, known as the Work-Study Program, can be housed in any public school within the State of Oklahoma. Preferably the program should be located in a senior high school with suitable classroom and counseling space for teacher coordinator and rehabilitation counselor. Consideration must be given to the accessibility and usability of the facility by the handicapped student. The required space, maintenance of building, necessary utilities and custodial help will also be the responsibility of the LEA. Placement into the Work-Study phase of the program will be in concurrence with the rehabilitation counselor.

3. Employ certified teacher and assign field time. The special education teacher must have appropriate certification for the established Work-Study Program, and the LEA must agree to assign field time to the teacher for a specified period of time. All personnel assigned to vocational rehabilitation will provide vocational rehabilitation services as authorized in the Vocational Rehabilitation State Plan, will work under the direction of Vocational Rehabilitation and will function as a part of the Division staff as it relates to matters of a vocational rehabilitation nature during the assigned field time. Only eligible rehabilitation clients will be supervised by the teacher coordinator during the assigned field time.

   The supervision of the teacher is with respect to the provision of services to Division clientele and the completion of required records during the assigned field time. This supervision does not include control in administrative matters such as hours of work and time and leave which are unrelated directly to the delivery of vocational rehabilitation services to clientele. The LEA will maintain the administrative control and through the letter of assignment will assure that the assigned percentage of time, which is to be based upon school working days, will be maintained.

   The assignment requirement removes from the LEA the control of matchable expenditures from its funds. The justification for this modest subordination of vested interest lies in the broader and more comprehensive service it generates for the individual who is a joint client of both agencies.

Each teacher coordinator assigned to the Program will:

a. Serve as a working member of the Placement team and the Evaluation team.

b. Instruct and supervise student-clients in the school setting in vocational training, on-the-job training, and in employment stations with the guidance and counsel of the assigned rehabilitation counselor as it pertains to rehabilitation matters.

c. Spend an adequate amount of time orienting other school personnel, students and parents to the Cooperative School/Rehabilitation Work-Study Program.

d. Make initial home visits with the rehabilitation counselor to explain the educational services part of the Work-Study program and to encourage parental support and cooperation.

e. Participate in regular staffings. Staffings can be formal or informal. They should be held at least once each semester for each student with priority given to graduating seniors. Documentation in the Division's case records is necessary and should be done in an appropriate contact report (VR-C-11).

f. Participate in developing an Individualized Education Program (IEP) for each student in the Work-Study program. For eligible students enrolled in the Work-Study program, the IEP should be done in coordination with the required Individual Written Rehabilitation Program (IWRP). If the IEP includes vocational training in an Area Vocational and Technical School, a representative from the training facility should be included in the writing of the appropriate IEP.

g. Explore job market for potential training and/or job placement, with emphasis on community awareness and job development for the handicapped.

h. Make job placements and assist with follow-up during assigned field time.

i. Complete itineraries and submit each week to the rehabilitation counselor for typing and distribution to the State Office of the Division and the local school principal.

j. Complete monthly travel claim and submit by the fifth (5th) of each month to the rehabilitation counselor for typing and for distribution to the State Office of the Division and the local school principal.

k. Participate in curriculum development and act as a consultant to the staff of the Division.

l. Prepare and maintain case records and other reports as required by local administration and/or rehabilitation personnel. Submit to the rehabilitation counselor appropriate narrative contact reports on a regular basis with no fewer than one each semester for each student-client. Reports should indicate the social, academic and vocational progress of the student-client. Parent visits, job visits and counseling and guidance sessions should be included.

4. Adopt approved curriculum. The LEA must meet all requirements of the State law and the regulations of the State Board of Education for special education classes.

5. Identify and place special students in the "regular" special education program. The Placement Team will place the student into the special education classroom. If the student is not ready for the Work-Study phase of the program, and/or if the student needs a full-time academic curriculum for completion of approved high school graduation credits, placement should be into classes in which the student can function successfully and which fit the individual needs. The final authority for placement into the special education program will be vested in the LEA and cannot be assumed by or delegated to any other agency or individual.

6. Identify and place special students in the "Work-Study" phase of the special education program. If the student is considered ready for the Work-Study phase of the program, placement of the student will be in concurrence with the vocational rehabilitation counselor, and referral will be made to the rehabilitation counselor for determination of eligibility for vocational rehabilitation services. Placement in a vocational technical training program will be in concurrence with the team, the rehabilitation counselor and the representative from the vocational training facility.

7. Prepare and submit an annual letter to the Division. This letter should include the name(s) of the teacher coordinator(s) assigned to the program, the amount of field time assigned for field duties, the annual salary of each teacher coordinator and the number of hours in the LEA's approved work day. (See Example #1)

8. Appoint administrative representative. The LEA should appoint an administrative representative to participate in the scheduled staffings.

B. Special Education will have the following responsibilities:

1. Review LEA requests. Special Education will determine if there is a sufficient number of students to meet the eligibility requirements for establishing a Work-Study Program.

2. Approve the Cooperative School/Rehabilitation Work-Study Program and allot funds. The applicant LEA will receive funds in accordance with provisions as stipulated in the State Law. The program should have adequate facilities and instructional equipment to provide for the maximum number of students. The facility will be accessible and usable by the handicapped.

3. Verify teacher certification. The Special Education teacher must have appropriate certification for the established program.

4. Approve placement and IEP of Special Education student. Student placement will be made in accordance with State and Federal law. An IEP will be completed for all identified handicapped students.

5. Provide technical assistance. Special education personnel will provide technical assistance as may be needed to assist the LEA with the following:

    a. To provide for the identification, location, and evaluation of handicapped children.

    b. To provide a free appropriate public education in the least restrictive environment.

    c. To provide an IEP which includes special education and related services.

    d. To insure the procedural safeguards of handicapped children and their parents.

6. Participate in annual evaluation of the program. A representative from Special Education will participate in the annual evaluation of the Cooperative School/Rehabilitation Work-Study Program.

C. The Division will have the following responsibilities:

1. Review all requests to establish the Cooperative School/Rehabilitation Work-Study Program. Approval will be based upon a determination by Special Education that the LEA meets minimum standards as related to personnel, facilities, program objectives and upon the availability of vocational rehabilitation personnel for adequate coverage of the program.

2. Assign a Rehabilitation Counselor. The Division will assign a rehabilitation counselor to each established cooperative program. The counselor assigned to the program will:

    a. Serve as a working member of the Placement Team when feasible.

    b. Accept referrals of physically, mentally, and emotionally handicapped students who are enrolled in the local high school.

    c. Provide for diagnostic services for purposes of determining rehabilitation eligibility and for carrying out the IWRP.

    Eligibility for Vocational Rehabilitation Services will be based upon:

    (1) the presence of a physical or mental disability which for the individual constitutes or results in a substantial handicap to employment; and

    (2) a reasonable expectation that the Vocational Rehabilitation services may benefit the individual in terms of employability.

    The authority for determining eligibility for and/or the nature and scope of Vocational Rehabilitation services will be vested in the Division and cannot be assumed by or delegated to any other agency or individual.

d. Develop the IWRP in coordination with the IEP for the individual student.

e. Approve all vocational rehabilitation services. The provision of these services is based on the fact that the service is not available through the local school and that the service is not provided to non-vocational rehabilitation clients enrolled in the school. These services represent new services or new patterns of services such as supervision of eligible students by an approved teacher coordinator whose travel is paid by vocational rehabilitation; medical and psychological diagnosis and vocational evaluation of employment potential for students placed in the Work-Study program and referred to the vocational rehabilitation counselor; counseling and guidance for eligible rehabilitation clients; payment by the Division for on-the-job training with academic credit given the work-study student; supervision of students during the summer when teacher coordinators are employed by vocational rehabilitation; and orientation and pre-vocational experiences and vocational guidance provided the special education students prior to entering the secondary program.

f. Approve and coordinate job training, including on-the-job training. Evaluate training facilities, make training arrangements and agreements, confer with the training facilities' personnel and the teacher coordinator. Authorize those rehabilitation expenditures in accordance with the IWRP, which are designated as being payable by the Division.

g. Act as a consultant to the school in instances concerning the client's vocational rehabilitation services.

h. Spend an adequate amount of time orienting other school personnel and students to the Cooperative School/Rehabilitation Work-Study Program.

i. Spend sufficient time in the school so that the Work-Study student-client and all other disability groups may be served adequately. This time shall be used for communication with school personnel and parents as well as student-client counseling and guidance sessions. The time spent in the school should increase the awareness of vocational rehabilitation services and enhance those services being provided eligible clients.

j. Make home visits with teacher coordinator to explain the rehabilitation services part of the program, to encourage parental support and cooperation and to secure signature from parent or guardian for application for vocational rehabilitation services, diagnostic evaluation and planning for the student-client.

k. Explore job market for potential training and/or job placement with emphasis on community awareness and job development for the handicapped.

l. Assist teacher coordinator with job placement and follow-up.

m. Provide post secondary training and/or other services if indicated.

n. Insure that no work-study student's rehabilitation file is closed prior to graduation without consultation with the parent and teacher coordinator.

o. Provide to the eligible client post-employment services when needed in accordance with Division policy.

p. Maintain required rehabilitation records of student-client.

q. Maintain itineraries for State and Federal program audit purposes.

r. Participate in regular staffings.

3. Assign a Visual Services Counselor. The VS Counselor will work with the visually impaired students in the local school district, will serve as a member of the Placement Team when applicable and will provide services according to Division policy.

4. Provide clerical assistance for teacher coordinator. The Division will provide clerical assistance to the teacher coordinator when needed to type the contact reports, itineraries and travel claims required by this agreement.

5. Provide consultative services. Administrative, technical and consultative services will be provided as needed through State and District Division staff.

6. Participate in annual evaluations. A representative from the Division will participate in the annual review of the Cooperative School/Rehabilitation Work-Study Program.

VI. FINANCIAL PARTICIPATION

A. THE LEA

Certain expenditures will be the sole responsibility of the LEA, including the establishment of the program, i.e. provision for space, maintaining of building, utilities, salaries of principal and other participating personnel not under the supervision of the Division, and training and other costs which are a part of the school curriculum. Such expenditures will not be considered State funds for matching purposes.

The LEA will also employ a certified special education teacher who will be assigned, by the LEA, to the Division part-time as a teacher coordinator. The salary for this teacher will be paid by the LEA from local school funds and from State funds provided each special education program from the Special Education Section of the State Department of Education. Based upon each LEA's approved number of hours per work day for teaching personnel, that portion of the teacher coordinator's time assigned to functions of a vocational rehabilitation services nature and under vocational rehabilitation services direction and supervision will be certified by the Division as State fund expenditures. Such expenditures will be considered State funds for matching purposes.

The LEA will prepare and submit a letter to the Division not later than October 1 each year. This letter will contain the teacher's name, yearly salary, hours of assigned field time, and the LEA's approved number of hours per school work day. The letter will certify that the teacher coordinator's salary will be paid in full from local and State funds only. The letter will also certify that there will be no Federal funds utilized in the teacher's salary, and that the State and local funds contained in the teacher's salary have not been and will not be used to match any other Federal funds. (See Example #1)

B. SPECIAL EDUCATION

Special Education, upon approval from the State Board of Education, will allot to the applicant LEA, in accordance with the provisions of Oklahoma law, grants for the partial payments of the special education teacher's salary. These funds will be sent directly to the individual LEA by the State Aid Section of the Finance Division of the State Department of Education as required by law. The allotment will be made from State funds appropriated to the State Department of Education.

C. THE DIVISION

The Division will prepare and furnish the LEA and Special Education a copy of an annual budget describing the project's anticipated expenditures for the year (See Example #2). That portion of the teacher coordinator's salary to be certified by the Division as State funds for the purpose of matching Federal Division funds will be derived on the basis of the letter from the LEA stating the teacher's name, salary, number of hours assigned field time as well as the LEA's approved number of hours per school work day.

This budget will show the amount of the teacher coordinator's salary (State funds) certified for matching purposes. The Federal funds derived by the Division will be reflected in the rehabilitation counselor's salary (prorated as to the time assigned to each cooperative program's functions) and a secretary's prorated salary. The budget will also reflect the funds budgeted for the teacher coordinator's travel while assigned to the Division as well as the rehabilitation counselor's travel on behalf of the student-client. Additionally, case service funds for student-client needs, i.e. uniforms, tools, training tuition, transportation, medical diagnosis, physical and mental restoration, etc., will be shown in the budget.

Experience shows that many of the student-clients require additional training and other services after graduation. The rehabilitation counselor will continue to work with these individuals and will provide the additional needed service through a portion of the funds derived from the cooperative agreement.

VII. ANNUAL REVIEWS AND EVALUATIONS

Each program will be evaluated annually to determine the effectiveness of the program with special attention given to goals and objectives. The primary purposes of the review are to increase the scope and quality of services offered to the clientele, to insure that the program is operating in accordance with the cooperative agreement and to assure that the program is complying with State and Federal law, regulations and policies.

The Evaluation Team will include state representatives from Special Education and the Division; representatives from the LEA which will include the assigned teacher coordinator(s); the rehabilitation counselor (s); and other participating personnel from the three agencies. The evaluation should help to develop effective referral procedures, explore resources for future cooperative efforts, and assure open lines of communication vital to the effective, efficient and acceptable operation of a successful program. Current and previous strengths and needs of each program should be evaluated with recommendations for improvement made at the time of the evaluation.

Copies of the Cooperative School/Rehabilitation Work-Study Program agreement and annual reviews and evaluations will be submitted to the Rehabilitative Services Administration Regional Office, Dallas, Texas, as required by Federal regulations.

VIII. ANNUAL CERTIFICATION OF AGREEMENT

The Agreement must be certified annually by both the LEA and the Division. The LEA will accomplish this by a "certification" letter assigning the special education teacher of the Work-Study phase of the program to the Division for rehabilitation services. This letter should be mailed by the LEA to the Division not later than October 1 each year (See Example #1).

The Division will complete this certification by submitting a budget for each participating LEA upon receipt of the "certification" letter. A copy of the budget should be mailed by the Division to the LEA not later than November 1 each year (See Example #2).

IX. TERMINATION OF AGREEMENT

This Agreement may be terminated by either the LEA or the Division upon ninety (90) days written notice.

X. SIGNATURES

School ____________________ #________ District ____________________ Oklahoma

RECOMMENDED BY ____________________ High School Principal

APPROVED BY: ____________________ Superintendent of Schools

DEPARTMENT OF HUMAN SERVICES

STATE DEPARTMENT OF EDUCATION

RECOMMENDED BY: ____________________
Lowell E. Green
Administrative Assistant

____
Maurice Walraven, Ed.D. Director
Special Education Section

APPROVED BY: ____________________
L. E. Rader
Director of Human Services

____
Leslie R. Fisher, Ed.D.
Superintendent of Public Instruction

____________________ Date

____________________ Date

MIDWAY PUBLIC SCHOOLS
201 NORTH SECOND STREET
MIDWAY, OKLAHOMA

L. E. Rader, Director
Department of Human Services
P. O. Box 25352
Oklahoma City, Oklahoma 73125

Attention: Mr. Lowell E. Green
Administrative Assistant

Dear Mr. Rader:

In accordance with the Cooperative Agreement between Midway Public Schools and the Division of Rehabilitative and Visual Services of the Department of Human Services, the following Special Education teachers have been assigned to the implementation of the agreement for the 1980-81 school year.

DOE, Jane	$15,000.00	4 hrs. per day assigned to Division
ROY, Mary	14,000.00	3 hrs. per day assigned to Division

We hereby certify that these teachers' salaries will be paid in full from local and State funds only. There will be no Federal funds used in the payment of the teachers' salaries. We further certify that the local and State funds used for payment of these teachers' salaries will not be utilized to match any other Federal funds by the school system.

There are seven hours in the approved work day for the Midway Public School. The balance of the teachers' time not assigned to the Division for vocational rehabilitation services will be used for required academic instruction and other school duties.

If for any reason there should be a change in the teacher assignments during the school year, you will be notified immediately.

Very truly yours,

James Harland, Superientendent
Midway Public Schools

EXAMPLE #2

MIDWAY CITY HIGH SCHOOL
SPECIAL EDUCATION PROJECT
FISCAL 1981 BUDGET

STAFF	TITLE	SALARY	PERCENT ASSIGNED TO PROJECT	STATE FUNDS	FEDERAL FUNDS	TOTAL
Doe, Jane	Teacher Coord	$15,000	(4/7) 57% (A)	$ 8,550	$ -----	$ 8,550
Roy, Mary	Teacher Coord.	14,000	(3/7) 43% (B)	6,020	-----	6,020
Jones, Tom	VR Counselor	15,000	50%	-----	7,500	7,500
Smith, Mary	VR Secretary	8,500	40%	-----	3,400	3,400
		FICA		-----	670	670
		Retirement		-----	1,530	1,530
		Insurance		-----	480	480
	TOTAL STAFF - - -			$14,570	$13,580	$28,150
TRAVEL						
	Counselor			-----	$ 1,000	1,000
	Teacher Coordinators			-----	2,400	2,400
SERVICE TO CLIENTS				-----	30,000	30,000
	TOTAL PROJECT BUDGET - - -			$14,570	46,980	61,550

		(A)	(B)
VR Time:	Field Assignment	4 hrs.	3 hrs.
School:	Required Academic Instr. & Other School Duties	3 hrs.	4 hrs.
TOTAL APPROVED SCHOOL DAY		7 hrs.	7 hrs.

(A) In the A schedule above, R.S. will certify 4/7 of the teacher coordinator's salary as State funds for matching R.S. Federal funds.

(B) In the B schedule above, R.S. will certify 3/7 of the teacher coordinator's salary as State funds for matching R.S. Federal funds.

DAS Bulletin #51

January 11, 1980

INFORMAL LETTER TO STATE DIRECTORS OF SPECIAL EDUCATION AND STATE PART B COORDINATORS

SUBJECT: **Three-Year Part B Applications for Local Educational Agencies**

As you know, beginning in FY-1981 State Plans required under Part B of the Education of the Handicapped Act, as amended by P.L. 94-142, will be submitted every three years (*e.g.*, covering the period from FY 1981 - FY 1983). Since States can now apply for Part B funds triennially, State officials have asked the Bureau if they can initiate a three-year application for local educational agencies.

Although the Bureau does not require States to adopt a three-year time line for local applications, States may allow local educational agencies to submit three-year applications. A State may decide to approve applications from some local educational agencies for three-years but have other local educational agencies submit plans more frequently. If a State elects to initiate new timelines, it has the option to (1) approve local applications for a period of from one to three years and, (2) select which LEAs will have their applications approved for three years and which LEAs must submit applications more frequently.

If a State adopts the practice of approving local applications for more than a year, these applications must still follow the requirements set forth in the Part B regulations published on August 23, 1977 (Regs. 121a.220-121a.240). The information required under those regulations may be submitted triennially. However, Reg. 121a.238 requires an annual projection describing how the local educational agency will use Part B funds during the next school year. Local agencies must also submit any performance data which the State may need on an annual basis. (Reg. 121a.232)

If you plan to change to a three-year (or two-year) application for local agencies in your State, or if you have any questions about the information which must be provided in such an application, your State Plan Officer will be glad to provide the necessary technical assistance.

DAS Bulletin #56

January 21, 1980

INFORMAL LETTER TO STATE DIRECTORS OF SPECIAL EDUCATION AND STATE PART B COORDINATORS

SUBJECT: **Submission Date for the FY 1981-1983 State Plan**

The purpose of this bulletin is to reiterate the establishment of a submission date for State Plans required under § 611 of the Education of the Handicapped Act, as amended by P.L. 94-142. The announcement was made in the Federal Register on January 9, 1980.

Beginning with the 1981-1983 State Plan, States will be expected to submit plans to BEH/Division of Assistance to States by April 1, (*i.e.*, 1981-1983 State Plans are due April 1, 1980). This will provide adequate time for the review and approval of State Plans and enable the Bureau to issue grant awards to eligible States by July 1.

Any State Plans which are submitted after April 1 may run the risk of not being processed by July 1. Plans will be reviewed in the order in which they are received. DAS staff will review and process all plans received by the April 1, submission deadline prior to reviewing and processing plans received after the deadline. Draft plans submitted prior to April 1 will also be reviewed.

Our objectives in establishing the April 1 submission date for State plans are to (1) encourage States to develop plans early and (2) allow DAS to issue grants as soon as they are available in the fiscal year. In this way, we hope to encourage the practice of using EHA/Part B funds in the fiscal year for which they are issued instead of operating on carry-over funds.

We hope that the initiation of this new funding cycle will prove helpful to you. If you have any questions regarding this bulletin, please contact your State Plan Officer.

DAS Bulletin #62

May 12, 1980

INFORMAL LETTER TO STATE DIRECTORS OF SPECIAL EDUCATION, STATE PART B COORDINATORS, AND STATE P.L. 89-313 COORDINATORS

SUBJECT: ~~**Draft Policy Paper on Surrogate Parents**~~

Attached is a copy of a draft policy clarification paper on the surrogate parent requirement under P.L. 94-142. The paper has been written to respond to policy issues and concerns regarding the surrogate parent requirement which have been raised over the past two years. A major purpose of the paper is to clarify what requirements must be met in order for public agencies to be in compliance with the surrogate parent provisions in the Act and regulations.

We are sending the paper to you in draft form for review and comments. Please send your comments by May 30 to: Kevin Gallagher, DAS/BEH, Donohoe Building, Room 4046, 400 Maryland Avenue, S.W., Washington, D.C. 20202, Telephone (202) 472-4825.

We hope that you will find this paper to be helpful in administering the surrogate parent requirement in your State.

Garry L. McDaniels
Director
Division of Assistance to States
Bureau of Education for
the Handicapped

Q: If the natural parents of a child have not been in contact with the child or his custodians for a long period of time, is this grounds to declare the parents unavailable?

A: No. The responsible authority must actively seek to contact the child's parents.

Q: Why was the term "unavailable" in the Act changed to apply only when "the public agency, after reasonable efforts, cannot discover the whereabouts of a parent" in the regulations?

A: The regulations applied this restrictive definition to the term "unavailable" to prevent public agencies from using the surrogate parent requirement to circumvent the procedures for gaining consent from uncooperative or nonresponsive parents for the initial evaluation or placement of a child. (Reg. 121a.504(c)). Surrogate parents may not be used to replace this requirement, nor can they be used as part of an administrative procedure to meet it.

After these administrative or due process procedures are complete, Federal regulations only require that prior notice be given to the nonresponsive parent before review or revision of a child's educational program is undertaken. However, because this leaves the child unrepresented by one key actor in the IEP process, BEH is willing to allow State the option of assigning surrogate parents to these children *after* permission for initial placement has been obtained. The surrogate could act until a parent appeared to represent that child. This is an option available to States and not a Federal requirement. The effect of this option on the liability of the surrogate parent or the State would depend on the laws of each individual State.

Q: Can a surrogate parent be appointed to act with the permission of the child's natural parent?

A: BEH will allow States the option of establishing a provision in their surrogate parent program which would let the responsible public agency offer parents the services of a surrogate parent to represent their child in the educational decision-making process. Some States have requested such an option to help them cope with parents who live a great distance from their child's school, or who are imprisoned, or who are unresponsive, etc. However, the parent's permission to allow a surrogate to act *must* be voluntary, explicitly stated in writing, and revokable at any time by them. This is an option available to States and not a Federal requirement. The effect of this option on the liability of the surrogate parent or the State would depend on the laws of each individual State.

Q: When is a child a "ward of the State" and thus eligible for a surrogate parent?

A: For the purposes of this section, a child is a "ward of the State" when the State has assumed the legal responsibility to make decisions concerning the child's education under appropriate State law. However, if the State is the custodian of the child, but the parent retains the right to make decisions concerning education, the child is not a "ward of the State" and no surrogate parent is needed.

(b) ***Duty of public agency.***

This section describes the public agency's responsibility to insure that a system is in place to locate children in need of surrogate parents and to appoint surrogate parents to them. The discussion below also includes comments on the removal of surrogate parents.

Q: Which public agency is responsible for appointing surrogate parents?

A: This is a matter of State discretion. States are allowed to establish and implement the surrogate parent provision in any way allowed under State law. The program could be operated on the SEA or LEA level by the public agency or it could be contracted to a private group. The courts could also be used to appoint surrogates. However, the SEA is ultimately responsible for seeing that all of the requirements of this section are met.

Q: If a child eligible for a surrogate parent attends a school in a district away from where he lives, who is responsible for appointing a surrogate parent for the child?

A: This is a matter of State discretion.

Q: What should be the term of a surrogate parent's appointment?

A: This is a matter of State discretion. However, if at the end of a given term of service the surrogate parent is replaced, he/she may call a due process hearing under Reg. 121a.506 to attempt to gain reinstatement.

Q: Can a surrogate parent be removed before his/her term of assignment is up?

A: Yes. A surrogate parent may be removed in mid-term of failure to perform his/her duties as defined by State and Federal requirements, conflict of interest, or actions that threaten the well-being of his/her assigned child. The analysis of the surrogate requirement in the regulations states that "Disagreements about the choice of surrogates may be the subject of a due process hearing under Reg. 121a.506." (45 C.F.R., August 23, 1977, p. 42512). This hearing procedure is the proper forum for challenging a surrogate parent's qualifications to serve.

A surrogate parent would also be removed if a parent as defined in the regulations appeared to represent the child, or if the child were no longer eligible for special education.

Q: Who is responsible for monitoring surrogate parents?

A: Each public agency must insure that the surrogates it appoints perform their duties, stay free from conflict of interest, and take no action that might be harmful to their child. The actual monitoring of the surrogate parents may be performed by any public or private agency selected by the responsible public agency. The SEA has the ultimate responsibility to see that monitoring activities are effectively carried out.

Q: When may a surrogate parent resign?

A: The terms under which a surrogate parent may resign are a matter of State discretion.

(e) *Responsibilities.*

This section grants surrogate parents full rights to act as their assigned child's parents in the educational decision-making process. The issue of liability is also discussed.

Q: What is the scope of a surrogate parent's authority?
A: Surrogate parents may exercise any and all of the rights granted to parents under P.L. 94-142.

Q: If a surrogate parent requires legal help during a hearing for the child he/she represents, who pays the legal costs?
A: The State is responsible to see that the surrogate parent receives the appropriate legal help at no cost to the surrogate parent.

Q: What is the surrogate parent right of access to records?
A: Surrogate parents have the same right to see educational records as natural parents. This includes all records to which school administrators and teachers have access. However, surrogate parents must protect the confidentiality of such records.

Q: What liability do surrogate parents incur in performing their duties?
A: The liability of surrogate parents will vary from State to State based on individual State laws and protections. According to legal opinions solicited by BEH, surrogate parents are likely to be liable for only gross or willful negligence. In many States they may qualify for the same legal protections as public employees. These protections can be strengthened by the passage of a "good samaritan" provision by the State legislature freeing surrogate parents from most liability. However, each State will have to evaluate the liability incurred by surrogate parents and the protections they can be afforded in the light of their own State statutes.

DAS Bulletin #64

May 23, 1980

INFORMAL LETTER TO STATE DIRECTORS OF SPECIAL EDUCATION, STATE PART B COORDINATORS, AND STATE P.L. 89-313 COORDINATORS

SUBJECT: **Final Draft Policy Paper on Individualized Education Programs (IEPs)**

[Editor's Note: For Department of Education Policy Interpretation on IEP Requirements effective March 30, 1981, see § 1401(19), 1 EHLR 103:43.]

DAS Bulletin #67

July 3, 1980

INFORMAL LETTER TO STATE DIRECTORS OF SPECIAL EDUCATION AND STATE PART B COORDINATORS

SUBJECT: **CSPD Section of Fiscal Year 1981-1983 State Plan**

BACKGROUND

One of the principal means to assure that all handicapped children receive a free appropriate public education is the necessary training of special education teachers, regular education teachers and other personnel necessary to provide special education and related services. Although States have demonstrated significant advances in personnel training, data cited in the Interim Report to Congress (August, 1979) indicate that:

> Data from the National Center for Education Statistics Survey of Recent College Graduates in 1975 show that approximately one-third of the teachers employed yearly by local school districts to teach the handicapped have not been trained as special educators.
>
> Annual Program Plans from the States indicate that a lack of inservice training, particularly of teachers of children of low-incidence handicapping conditions, continues to limit the ability of State and local education agencies to offer a full continuum of alternatives to all handicapped students.

The provisions of P.L. 94-142 require that each State develop and implement a Comprehensive System of Personnel Development (CSPD) as part of the State Plan (formerly Annual Program Plan) submitted under the Act. The Office of Special Education considers the CSPD to be the principal vehicle to plan for and implement the preparation of teachers and other support personnel required for the implementation of the Act. During the coming year States will be given the opportunity to implement their three year CSPD for the first time.

The purposes of this letter are: 1) to advise the States that the Office of Special Education intends to give particular attention to the CSPD components of State Plans and to examine carefully the implementation; 2) to continue to give guidance to the States on how they may comply with the intent of the law; 3) to offer assistance in the development of the CSPD to solicit your comments and advice on this matter.

Guidance For CSPD Development

I urge you to give careful attention to those parts of the regulations governing the CSPD as contained in 45 C.F.R. Regs. 121a.380-121a.387. Of particular significance are the requirements for participatory planning, needs assessments,

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Question:

4. What type of services are generally supplied?

Answer:

(1) Child Identification zero to twenty-one.
(2) Home bound services for children with extended illness.
(3) Home based services for children.
(4) Home based and center based combination services for gradual program development.
(5) Center based activities to children in mainstream child care settings.
(6) Pre-school programs within schools.
(7) Support services in classroom.
(8) Resource room services.
(9) Related services which include: physical therapy, recreational, transportation and other services deemed to be related to the educational development of handicapped children. (See attached 121a.13) Self-contained instruction with interaction programmed with non-handicapped students for modeling benefits to the extent appropriate under least restrictive environment requirements.
(10) Parent education, counseling and encouragement.
(11) Special education programming with individualized education program, diagnosis and placement.
(12) Periodic re-assessment.

adversely affects a child's educational performance.

(11) "Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

(20 U.S.C. 1401(1), (15).)

§ 121a.6 Include.

As used in this part, the term "include" means that the items named are not all of the possible items that are covered, whether like or unlike the ones named.

(20 U.S.C. 1417(b).)

§ 121a.7 Intermediate educational unit.

As used in this part, the term "intermediate educational unit" means any public authority, other than a local educational agency, which:

(a) Is under the general supervision of a State educational agency;

(b) Is established by State law for the purpose of providing free public education on a regional basis; and

(c) Provides special education and related services to handicapped children within that State.

(20 U.S.C. 1401(22).)

§ 121a.8 Local educational agency.

(a) As used in this part, the term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(b) For the purposes of this part, the term "local educational agency" also includes intermediate educational units.

(20 U.S.C. 1401(8).)

§ 121a.9 Native language.

As used in this part, the term "native language" has the meaning given that term by section 703(a)(2) of the Bilingual Education Act, which provides as follows:

> The term "native language", when used with reference to a person of limited English-speaking ability, means the language normally used by that person, or in the case of a child, the language normally used by the parents of the child.

(20 U.S.C. 880b-1(a)(2); 1401(21).)

Comment. Section 602(21) of the Education of the Handicapped Act states that the term "native language" has the same meaning as the definition from the Bilingual Education Act. (The term is used in the prior notice and evaluation sections under § 121a.505(b)(2) and § 121a.532(a)(1) of Subpart E.) In using the term, the Act does not prevent the following means of communication:

(1) In all direct contact with a child (including evaluation of the child), communication would be in the language normally used by the child and not that of the parents, if there is a difference between the two.

(2) If a person is deaf or blind, or has no written language, the mode of communication would be that normally used by the person (such as sign language, braille, or oral communication).

§ 121a.10 Parent.

As used in this part, the term "parent" means a parent, a guardian, a person acting as a parent of a child, or a surrogate parent who has been appointed in accordance with § 121a.514. The term does not include the State if the child is a ward of the State.

(20 U.S.C. 1415.)

Comment. The term "parent" is defined to include persons acting in the place of a parent, such as a grandmother or stepparent with whom a child lives, as well as persons who are legally responsible for a child's welfare.

§ 121a.11 Public agency.

As used in this part, the term "public agency" includes the State educational agency, local educational agencies, intermediate educational units, and any other political subdivisions of the State which are responsible for providing education to handicapped children.

(20 U.S.C. 1412(2)(B); 1412(6); 1413(a).)

§ 121a.12 Qualified.

As used in this part, the term "qualified" means that a person has met State educational agency approved or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services.

(20 U.S.C. 1417(b).)

§ 121a.13 Related services.

(a) As used in this part, the term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

(b) The terms used in this definition are defined as follows:

(1) "Audiology" includes:

(i) Identification of children with hearing loss;

(ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

(iv) Creation and administration of programs for prevention of hearing loss;

(v) Counseling and guidance of pupils, parents, and teachers regarding hearing loss; and

(vi) Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

(2) "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

(3) "Early identification" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

(4) "Medical services" means services provided by a licensed physician to determine a child's medically related handicapping condition which results in the child's need for special education and related services.

(5) "Occupational therapy" includes:

(i) Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;

(ii) Improving ability to perform tasks for independent functioning when functions are impaired or lost; and

(iii) Preventing, through early intervention, initial or further impairment or loss of function.

(6) "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development.

(7) "Physical therapy" means services provided by a qualified physical therapist.

(8) "Psychological services" include:

(i) Administering psychological and educational tests, and other assessment procedures;

(ii) Interpreting assessment results;

(iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.

(iv) Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; and

(v) Planning and managing a program of psychological services, including psychological counseling for children and parents.

(9) "Recreation" includes:

(i) Assessment of leisure function;

(ii) Therapeutic recreation services;

(iii) Recreation programs in schools and community agencies; and

(iv) Leisure education.

(10) "School health services" means services provided by a qualified school nurse or other qualified person.

(11) "Social work services in schools" include:

(i) Preparing a social or developmental history on a handicapped child;

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(ii) Group and individual counseling with the child and family;

(iii) Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and

(iv) Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.

(12) "Speech pathology" includes:

(i) Identification of children with speech or language disorders;

(ii) Diagnosis and appraisal of specific speech or language disorders;

(iii) Referral for medical or other professional attention necessary for the habilitation of speech or language disorders;

(iv) Provisions of speech and language services for the habilitation or prevention of communicative disorders; and

(v) Counseling and guidance of parents, children, and teachers regarding speech and language disorders.

(13) "Transportation" includes:

(i) Travel to and from school and between schools,

(ii) Travel in and around school buildings, and

(iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a handicapped child.

(20 U.S.C. 1401(17).)

Comment. With respect to related services, the Senate Report states:

> The Committee bill provides a definition of "related services," making clear that all such related services may not be required for each individual child and that such term includes early identification and assessment of handicapping conditions and the provision of services to minimize the effects of such conditions.

(Senate Report No. 94-168, p.12 (1975).)

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy), if they are required to assist a handicapped child to benefit from special education.

There are certain kinds of services which might be provided by persons from varying professional backgrounds and with a variety of operational titles, depending upon requirements in individual States. For example, counseling services might be provided by social workers, psychologists, or guidance counselors; and psychological testing might be done by qualified psychological examiners, psychometrists, or psychologists, depending upon State standards.

Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation.

§ 121a.14 Special education.

(a)(1) As used in this part, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

(2) The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under State standards.

(3) The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

(b) The terms in this definition are defined as follows:

(1) "At no cost" means that all specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to non-handicapped students or their parents as a part of the regular education program.

(2) "Physical education" is defined as follows:

(i) The term means the development of:

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

(ii) The term includes special physical education, adapted physical education, movement education, and motor development.

(20 U.S.C. 1401(16).)

(3) "Vocational education" means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

(20 U.S.C. 1401(16).)

Comment. (1) The definition of "special education" is a particularly important one under these regulations, since a child is not handicapped unless he or she needs special education. (See the definition of "handicapped children" in section 121a.5.) The definition of "related services" (section 121a.13) also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no "related services," and the child (because not "handicapped") is not covered under the Act.

(2) The above definition of vocational education is taken from the Vocational Education Act of 1963, as amended by Pub. L. 94-482. Under that Act, "vocational education" includes industrial arts and consumer and homemaking education programs.

§ 121a.15 State.

As used in this part, the term "State" means each of the several States, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

(20 U.S.C. 1401(5).)

Subpart B—State Annual Program Plans and Local Applications

ANNUAL PROGRAM PLANS—GENERAL

§ 121a.110 Condition of assistance.

In order to receive funds under Part B of the Act for any fiscal year, a State must submit an annual program plan to the Commissioner through its State educational agency.

(20 U.S.C. 1232c(b), 1412, 1413.)

§ 121a.111 Contents of plan.

Each annual program plan must contain the provisions required in this subpart.

(20 U.S.C. 1412, 1413, 1232c(b).)

§ 121a.112 Certification by the State educational agency and attorney general.

Each annual program plan must include:

(a) A certification by the officer of the State educational agency authorized to submit the plan that:

(1) The plan has been adopted by the State educational agency, and

(2) The plan is the basis for the operation and administration of the activities to be carried out in that State under Part B of the Act; and

(b) A certification by the State Attorney General or other authorized State legal officer that:

(1) The State educational agency has authority under State law to submit the plan and to administer or to supervise the administration of the plan, and

(2) All plan provisions are consistent with State law.

(20 U.S.C. 1413(a).)

§ 121a.113 Approval; disapproval.

(a) The Commissioner shall approve any annual program plan which meets the requirements of this part and Subpart B of Part 100b of this chapter.

(b) The Commissioner shall disapprove any annual program plan which does not meet those requirements but may not finally disapprove a plan before giving reasonable notice and an opportunity for a hearing to the State educational agency.

(c) The Commissioner shall use the procedures set forth in §§ 121a.580–121a.583 of Subpart E for a hearing under this section.

(20 U.S.C. 1413(c).)

§ 121a.114 Effective period of annual program plan.

(a) Each annual program plan is effective for a period from the date it becomes effective under § 100b.35 of this chapter through the following June 30.

(b) The Commissioner may extend the effective period of an annual program plan, on the request of a State, if the plan meets the requirements of this part and Part B of the Act.

(20 U.S.C. 1413(a), 1232c(b).)

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Question:

5. Are there any services sought which remain unmet?

Answer:

These services need to be improved:

(A) Physical therapy and training program expansion with inclusion of neurological developmental training.

(B) High risk follow-up of neo-nate and intensive care children and teen pregnancies which are worse in Oklahoma than in 45 other states. (Physicians report that they need developmental feed back.) Schools, communities and agencies need to intervene to prevent cumulative effects of illness and birth injuries upon families.

(C) Provide parent support services and coordinate all agency effort to reduce child abuse, neglect, marital and other stress problems related to handicapped.

(D) Community involvement and agency coordination of effort to provide for child development and prevention of problems realizing children belong first to home, but also to community, schools and state in that order. It is a "shared responsibility" and professionals cannot do all the "caring" financially or otherwise.

(E) Improve medical, developmental and educational screening and referral coordination among agencies including: Early Periodic Screening Diagnosis and treatment process for dependent and medicaid eligible under Title XIX. (Physicians also need training in developmental evaluation.)

(F) Provide early parent training and pre-parent awareness of conditions that contribute to birth injuries and developmental delay in young children, e.g., age, diet, rest, response or reinforcement for infants, encouragement of early language development and inner control which are factors in the State's hearing, speech and learning disability population.

(G) Promote "Sharing Center" or other feasible plans for intergenerational support which have proven effective to facilitate encouraging environment development (FEED) on a cost effective basis for handicapped children and their families. (FEED and Sharing Center are nationally validated approaches which have proven effective as service and pre-parent experience which indirectly reduces teen pregnancies as an alternative to sex education).

(Please see identification attachment which provides cost effective rationale for early identification over later expensive services.)

Child Identification:

In the area of child identification, all children in kindergarten and grades one and two were observed, reviewed for needed screening, and referred in accordance with Oklahoma Statutes 581 and 704. The Regional Education Centers which serve all regions of the state have been extensively involved in this process. The purpose was to identify children in need of special services within the primary grades. The state funded Regional Centers screened 94,655 children, referred for further evaluation 10,368 children, with 5,285 children identified in this in-school population.

All Local Education Agencies have been required to publish notices regarding the need to locate handicapped children early and to inform parents and others of the child's right to a free and appropriate education. Each school is advised to keep on file "on-going" activities and notices of their identification efforts including newspaper clippings, radio and civic club presentations. Each application for EHA-B must include the name of the person responsible for Search-Find activities. One hundred sixty-nine Flow-Through applications and eighty-three Discretionary applications were funded in FY 1981.

Preschool Incentive Funds have been utilized in urban areas to conduct neighborhood screening for preschool children. Five thousand three hundred fifty-four children ages three to five were screened, nine hundred forty-seven children were evaluated, and six hundred eighty-four children were identified and placed. The average per capita cost was $504 per child from Preschool Incentive Funds. Rural cooperative programs, through flow-through and cooperative discretionary projects, four of which were originally funded as Identification Centers, have initiated similar procedures. Lists of programs and names of contact persons have been given to agencies, physicians, ministers and others who contact high risk population.

identification of handicapped children and available resources.

Awareness notebooks are being distributed to the public libraries with Home Extension members assisting in awareness and dissemination efforts via presentations to civic groups. The Junior League in Oklahoma City developed a Winning Start manual and assisted in the screening of children in daycare programs. The Department of Economics and Community Affairs annually updates and distributes a manual regarding services for handicapped children.

Resistant attitudes are changing through the due process and child advocacy routines which are publicized to some degree even though the individual child information is confidential. Direct services are provided by the State Education Agency for the identification of deaf children via survey of maternity ward clients by high risk criteria information. High risk registry and community involvement planning is being promoted through statewide planning activities for the Quality of Family Life and a forthcoming workshop initiated by Maternal and Child Health Paranatal Collaborative and the March of Dimes.

Information is available within the state through a Healthline and a Capitol Straighline as well as organizations such as the Association for Retarded Citizens, the Office of Handicapped Concerns and the Association for Children with Learning Disabilities. Many local agencies have developed booklets which gave warning signs of possible problems and inform parents of their rights and responsibility in the identification and service of children. As a state agency, we encourage this type of local effort.

Regarding the identification of older in-school and out-of-school handicapped persons, the Regional Education Service Centers evaluated and assisted in the placement of nine thousand nine hundred sixty-four children through twelfth grade. Vocational Rehabilitation evaluated both students and out-of-school clients referred to them. Medical evaluations and psychological evaluations, when needed, were provided by Vocational Rehabilitation.

Adjudicated juvenile offenders are screened for handicapping conditions in accordance with state statute. The Diagnostic and Evaluation Center located at Sand Springs administers in-depth batteries. In FY 1981 five hundred ninety-six new juveniles were screened. Two hundred fifty-eight received formal evaluations at a per capita cost of $9000. Currently, fourteen hundred delinquents and/or children in need of supervision (CHINS) are in the custody of the State of Oklahoma. They receive screening and identification services through Title 19 (Medicaid) Early Periodic Screening Diagnosis and Treatment procedures (EPSDT). Subsequent referrals are made to the Department of Health or Mental Health on a contractual basis as needed.

Prisoners in the correction facilities are screened and tested upon entry. There were approximately twenty-six hundred new prisoners in FY 1981. An incarceration plan is written with individualized educational procedures. The plans include academic, vocational and life-coping skills. Educational services are offered at all ten institutions and nine community pre-release centers. The annual per capita cost is $13,000 which further substantiates the need for identification and early intervention into handicapping conditions that might contribute to maladjusted behavior.

Identification of Indian children is cooperatively managed by local schools, Regional Centers and Indian service programs including bilingual programs. The degree of efficiency is dependent upon the local level of interaction, trust and communication. In several instances, local persons of Indian heritage working with the schools have been instrumental in identification because of preexistent rapport.

In conclusion, Oklahoma has come a long way in indentifying handicapped persons, yet we are still struggling to improve the system.

12-22-81

Question:

6. To your knowledge, is there any duplication in funding through other State agencies or entities?

Answer:

There is duplication of effort within the agencies for awareness, screening and referral activities. The coordination of activities is further hampered by the restriction on the exchange of information among agencies. Unification of public service agencies under the State of Oklahoma for data management has been suggested and is legal under the "class of parties clause" in Family Education Right and Privacy Act.

Computerized data for local or regional interagency case management has been viewed as another alternative to reduce duplication, cost, frustration and fragmentation of services.

In addition most all federally funded programs require interagency coordination. The result has been that most agencies have several interagency groups who are duplicating efforts even within their own agencies. The multiple requests for coordination could actually inhibit planning for agency interface. Administrative flexibility for the local level appears to be the recommended procedure. Resources used for regulation cannot be used for service delivery. Local people close to problems need to be involved in coordination and evaluation.

Oklahoma has many admirable regionally located facilities, personnel, and programs in the social services, health, regional education and vocational technical centers. The health, guidance, social related, educational, diagnostic and programming responsibilities of specific agencies really should be more predictable and accessible for persons who are handicapped. The Regional Education Service Centers have a requirement to conduct interagency meetings twice annually for coordination purposes. The problem with this arrangement has been limited staff, authority for programmatic change and overview of complex program and funding requirements. Briefly, the puzzle pieces appear to be available if they can be assembled despite existing program committments, block grant transitions and other projected changes.